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ABSTRACT

This report is organized around six chapters: (1) "How This Institute Came About"; (2) "Agenda"; (3) "Teacher Centering in 1976: The Real Experience"; (4) "Description of Teacher Centers"; (5) "Conference Reactions"; and (6) "Conference Directory of Participants." The first chapter discusses the sponsors, and organizers of the conference. Chapter two lists the events at the three-day convention in blocks of time giving titles, organizers, and short summaries of the individual group sessions. The third chapter provides a sampling of responses by approximately 250 of the conference participants to two questions: (1) What are your most important needs, the kinds of things you want to deal with during this conference, the issues and problems you want help with most now? and (2) What have been your greatest successes, your greatest "lessons learned", the experience you feel would be most helpful to share with others involved in centering? Chapter four provides brief descriptions of the purpose and activities of the teacher centers represented at the conference. Chapter five lists comments of participants, and chapter six is an alphabetical listing of those who attended the conference including affiliation and address. (DMT)

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TEACHER CENTERING

A NATIONAL INSTITUTE

Conference Report

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Washington, D.C.
May 23-26, 1976

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TEACHER CENTERING:
A NATIONAL INSTITUTE

CONFERENCE REPORT

Washington, D.C.
May 23-26, 1976

Editorial Staff

Linda Clark Tague, *General Editor*
Donald E. Orlosky
Jean Borg

This Institute was held through the support and cooperation of the Advisory and Learning Exchange, American Association of Colleges for Teacher Education, the Indiana University Professional Development Center for Teachers, Leadership Training Institute for Personnel Development (USOE), Rhode Island Teacher Center, Teachers Centers Exchange, Teacher Corps, United States Office of Education, and West Virginia University Technology Education Teacher Center. It was planned under the auspicies of the Leadership Training Institute for Personnel Development (USOE), University of South Florida, by a Committee representing those interested in the teacher center movement. A special thanks is given to Marcia McHargue, Indiana University, for her careful work in typing the final manuscript and to Naomi Thompson, Leadership Training Institute, who typed the original draft.

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HOW THIS INSTITUTE CAME ABOUT

Three Teacher Center Projects, sponsored by the United States Office of Education, began working with the Leadership Training Institute for Educational Personnel Development (LTI) in 1974. These Projects were the Bay Area Learning Center, Rhode Island Teacher Center, and the Texas Center for the Improvement of Educational Systems. A fourth Project at Morgantown, West Virginia, also supported by the United States Office of Education, joined the group in 1975. At the inception of this working relationship the Project Directors urged that a nationwide conference on teacher centers be held to call attention to the growth and significance of the center movement. This Institute was an outcome of the interest of the LTI and the Project Directors in disseminating information about teacher centers and in encouraging their development. This Institute was made possible by the United States Office of Education, the American Association of Colleges for Teacher Education, the Advisory and Learning Exchange in Washington, D.C., the National Teacher Corps, the Leadership Training Institute for Educational Personnel Development at the University of South Florida, and the Rhode Island Teacher Center. The Institute also benefited from the early involvement of personnel from Indiana University in planning the Institute and in publishing this document. Conference management was provided by the Andrews-Bryant Agency, Concern for Educational Development.

The strength of the Institute, however, was provided by the energetic participation of those who attended. The participants contributed materials for display at the "County Fair", ideas and questions in the discussion sessions, a registration fee, and a high level of enthusiasm and energy that carried the spirit of the Conference from beginning to end. The contents in this publication represent the activities and information that can be written on paper. The attitudes, feelings, enthusiasm, and other intangibles that conferees took away will be reflected best in the work that continues in the teacher center movement.

AGENDA

TEACHER CENTERING: A NATIONAL INSTITUTE

Sunday, May 23

10 p.m. County Fair: Set up and visit exhibits of Teacher Center activities and materials.

10 p.m. Registration: Obtain conference information and supplies for presentations. This communication center will remain open throughout the conference.

Monday, May 24

8-9 a.m. Registration and Information

10:20 a.m. General Session: Welcome: Donald Orlosky
Conference Overview: Theodore Andrews
Orientation: William Drummond

9 a.m - 2 p.m. County Fair

10:30 - 12 noon Group Sessions

Consortia: All for One and One for All or Are We Hoping for a More Perfect Human Being? Jim Collins, Christine San Jose, John McIntyre, James Egan, and Pat Hayden from Syracuse describe conceptual and operational aspects of a comprehensive teacher center and discuss the center as an agent of change.

USOE Pilot Centers. Ed Dambruch, John Mavors, and Kyle Killough discuss the operation of the USOE Pilot Centers in Rhode Island, California, and Texas.

Setting Up a Teacher Center. Audrey Feuerstein presents a video-tape of the Fordham University Learning Center and will discuss teacher centers in a variety of settings.

Governance of Park South Teacher Center. Doug Haner focuses on the issue of who should govern teacher centers. Includes slides and description of the Teacher's Advisory Council.

Now You're Open, Now You're Closed. Diana Jordan overviews the trials and tribulations of the funding process of a center in a university setting. Describes experiences of centers within the SUNY system.

A Ten Year Perspective of the Kanawha Valley MITEC. Kathryn Maddox discusses one of the oldest teacher education centers in the country. Preservice, inservice, and continuing education are highlighted.

Teachers Education Center: Locus for Shared Inquiry. Frank Lyman, Florence Pritchard, Anne Bolens, Antoinnette Washington, Tom Brown, and Emma Lacy review unique features of the Howard County Learning Center with special attention to the role of the principals.

Decision Making in a Teacher Education Center. James Sacco describes the Anne Arundel County Elementary Teachers Education Center's collaboration school/university venture. Includes activities for participants.

The Problems and Solutions of the Growing Up Teacher Center: How to Expand Needs into Programs and Generate Support. Mary Lela Sherburne, Olive Covington, and Brenda Strong Nixon describe approaches to program development and funding at Washington, D.C.'s Advisory and Learning Exchange.

12 - 2 p.m. Lunch in the area and visit the County Fair.

2 - 3:20 p.m. Group Sessions

The Bay Area Learning Center Program. John Favors, Marie Fielder, Nancy Bellard, Betty McNamara, and Nancy Mayeda discuss governance and operations of the BALC in Berkeley, Oakland, and San Francisco focusing on innovative programs.

On-site Workshops: Taking the Teacher Center to the School. Julia Grove from Philadelphia displays materials suitable for construction of an on-site workshop and shows slides of workshops in progress and results in classrooms.

Educational Renewal Center: Principles and Procedures of Program Development. William Licata and Lewis Sinatra discuss and present slides of Buffalo centers with an emphasis on performance-based teacher education and the evolution of the diagnostic-prescriptive component in the Teacher Corps program.

A Problem Solving Learning Center. Floyd Page from New York discusses funds and resources, governance and operation, research evaluation, program development, inservice, and setting up a teacher center.

Evaluation of Programs. Michael Patton from the University of Minnesota presents an experiential exercise focusing on the basic steps included in any evaluation.

School-Based Teacher Educators. Allen Warner discusses the competencies, training program, and credentialing of school-based teacher educators, Houston Teacher Center.

Development of the City College Workshop Center for Open Education. Lillian Weber uses media and literature samples to describe the effort to create school settings and relationships that support an active learning process for children.

Assessing Teaching Competencies in a Partnership Program. William Williams from the University of Georgia with Diane Foster, Sandra Gardner, Randy Elmore, and Jack Powell use a videotaped presentation to focus on an overview of a CBTE Center, purposes of and processes for evaluation, and a feedback conference regarding a competency and its specific indicators.

A Community-Based Teacher Center, Boston. Ed Yeomans discusses the functioning of a regional teacher center and helping teachers take the first steps toward a more informal classroom.

3:30 - 4:10 p.m. Group Sessions

Teacher-Community Centered Programs, The Learning Exchange. Gail Johnston, Linda Woodsmall, and Chris Walker use slides to describe center programs, their evolution, and operation with suggestions for their adaption.

Bay Shore Teachers Center: Teacher's Teaching Teachers. William Fibkins describes the joint effort of the Bay Shore Public Schools and the Continuing Education Department at Stonybrook University in operating a unique school-based teacher training approach which involves teachers and significant others in identifying and resolving dilemmas that are part of human interactions.

Multi-Institutional Teacher Education Program. Dwane Kingery describes the Dallas Teacher Education Center, results of a research project on program development, and some tentative conclusions based on the findings.

Competency Model. Edward Eichbach and Arthur Dempsey present slides and describe the Florida International University's Competency-Based Teacher Education Program.

Center-Based Research Contributions in Professional Preparation. Judith Ruchkin discusses the continuous professional development efforts of 7 school systems and the University of Maryland. Discussion answers the questions: What did we do in Phase I and why? What did we find? What do the data mean? What are some other inquiry suggestions?

Fordham University-Community School District # 3. Elaine Schwartz explains the Learning Center at Fordham followed by a make and take workshop demonstration, video-tape, and suggestions on how to begin a center.

Recycled Resources. Gail Swan, Chris Bryson, Judy Watts, and Lenny Gottlieb discuss the what, where, how, and why of recycled materials including how the program can be adapted to other school systems.

A 1976 Overview: Teacher Centers, U.S.A. Yvonne Waskin from Michigan State University discusses recently completed research on teacher centers in 19 states, as well as evaluation and program development.

The Role of the Teacher Center in Staff Development for Bilingual Education. Betty Knight Wiener discusses bilingual approaches to curriculum development and teacher training channeled through a teacher center and the advocacy role a teacher center can play for bilingual education and non-English speaking students.

Collaboration in Governance and Operation of Cooperative Field-Based Teacher Education Programs. James Yonts from Nashville describes the center model and discusses strategies and issues of governance, structure, decision making, program development, implementation, staffing, and finance.

Statewide Teacher Resource Bank. Patricia Zigarmi describes the development of a statewide Teacher Resource Bank in South Dakota that promotes the exchange of information, ideas, and experiences among teachers.

7:30 - 10 p.m. Workshops to be held at the Advisory and Learning Exchange, 1101 15th Street N.W. Transportation Provided.

The Arrangement of Space: Its Impact on Children. Jane Hurt, Barbara Bearak, Joy Wulke, and Corinne Levin conduct a workshop in space design for learning.

Outdoor and Community Resources for Math Activities. Cemmy Peterson presents a hands-on workshop which provides ideas to use with children.

7:30 - 10 p.m. Ad hoc sessions: As requested by participants. May meet informally or use assigned space.

Tuesday, May 25

9:30 - 12 noon Workshops to be held at the Advisory and Learning Exchange, 1101 15th Street N.W. Transportation provided.

Learning through the Arts: A Curriculum Design. Lila Hochberg shows art as an integral part of design including all subject matter.

Program Money: Where It's At and How to Get It Through Proposal Writing. Jesse Ulin from the President's Council on Adult Education addresses the problem of proposal writing.

9 - 9:40 a.m. Group Sessions

The University Role in Professional Development. Donald Baden from Southern Illinois examines the role of the university within a professional development center directed by teachers. Includes needs assessment, administration, program delivery, university constraints and rewards, governance, and evaluation.

The Challenge of Establishing a Unique Center. Doris Chenault highlights the Governance Board design, center activities, and three major components through which inservice training is made available to Detroit school personnel.

Developing a Comprehensive Junior High Staff Development Program. Betty Dillon describes the program components of the Lincoln Schools Junior High Staff Development Program including needs assessment, teacher involvement, activities, implementation, and evaluation.

Organizing and Operating As A Service-Oriented Center. Clyde Earnhart uses a slide-tape presentation to detail the development, growth, goals, and functions of the Staff Development Academy in Lakewood, Colorado.

An "In-District" Model for Professional Development. Ron Falbe describes the Professional Development Center (PDC) Create-Monee School District, which is a in-district vehicle responding to identified professional growth needs. The PDC is a collaborative endeavor of teachers and administrators, public and parochial schools.

Environmental Teacher Centering. Edward Gans and Harriet Cohen from Culver City, California, use a slide-tape presentation of the teacher center program which offers resource person/consultant help to schools to do real-life, full-scale physical improvement projects.

The Realities of Operating a Cooperative School/University Teacher Center. Robert Hasler uses a slide presentation to describe the development of a teaching center in New York. Includes components, organization, committees, staff development, evaluation.

Governance and Setting Up a Teacher Center. Howard Knopf and Charles Franzen from Atlanta discuss issues relating to the development of a teacher center.

Coordinating Curriculum Revision, Staff Training, and Service to the L.E.A. William Mitchell, Leslie Lewis, Maybelle Hollingshead, and Roland Wilson cover staff training, curriculum revision, and evaluation design based on experiences at Teacher Education Activities for Mainstreaming (TEAM), Oklahoma.

Purposes, Dangers and Opportunities. Thomas O'Brien, from Southern Illinois asks: To what extent can teachers' centers become an influence for lasting and substantial improvement of education? To what extent are teacher centers in danger of becoming a fad?

Protocol Materials. Donald Orlosky, Jean Borg, and B Othanel Smith present protocol materials for inservice and preservice teacher education (LTI).

A School-Based Teacher Center Program Individualized for Teachers. Robert Rothberg describes the growth of teacher centers in Florida and provides an in-depth description of the school-based county program.

Developing a Consortium Teacher Center. Ronald Sargeant focuses on the development of a large consortium teacher center for 5 southwest Michigan counties involving 39 school districts. Slides and materials are included.

Preparing Future Teachers to Use Interrelated Approaches in the Classroom: The Role of the Center. John Sharpham from the Aesthetic Education Center at I.S.U., describes the operation of the center, planning, faculty involvement, the team teaching plan, and relation of this center to other centers in the state.

Alternative Learning Center: A Delivery System for Inservice. Allen Sinclair describes the organization and function of a school-based inservice training program in Rhode Island. Describes the process for reviewing and selecting programs related to problems identified by center participants.

The Artist as Midwife. Bill Thompson demonstrates the inherent arts capacities in all people and discusses the emerging role of the artist as the medium to release this resource in education.

The Teachers' Center: An Alternative School for Teachers. Leonard Warren describes a program in which teachers in San Diego manage their own professional growth. Discusses operations and training based on needs.

9:45 - 11:10 a.m. Group Sessions

Involving Teachers: Inservice Training Devices and Strategies for Pre and Inservice Development. Peter Bielski uses a slide-tape presentation to describe a teacher center in Prince Georges County, Maryland, discusses vehicles for delivering inservice activities, and provides time to view and work with teacher-made training devices.

Establishing a Project Schools Program. Bill Burke and a panel from Chapel Hill discuss the development of the Project Schools Program and the negotiation process which occurs between the university and local school districts and describes preservice and inservice plans and research and evaluation efforts.

Getting Your Center Together. Mae Christian, Linda Love, and Helen Jackson from Georgia describe a new approach to programming inservice education and provide a demonstration of a learning center on measuring liquids.

Organization and Philosophy of Teaching Centers. Kenneth Jenkins from Appalachian State University provides a slide-tape presentation and panel discussion to address the questions: How is a center organized? What happens in a center? What makes it run? Who is involved? What are the future directions?

WVU Technology Education: An Evolution. David McCrory and Paul Devore focus on the design and development of their university based teacher center for teachers in the technologies. Discuss curriculum improvement and professional development activities.

Planning and Designing Teacher Center Programs and Activities. Joseph Pascarelli presents an awareness workshop using tapes and transparencies to explore methods of generating plans and organizational response strategies to meet locally-articulated needs. Based on experience at the Educational Improvement Center of Northwest New Jersey.

Teacher Centers and Inservice Education. John Peightel and Harry Bell ask, "What do teachers want from inservice education?" and review the teacher center movement in the United States.

The University as Part of a Working Teacher Center. Masha Rudman from Amherst with R. Mason Bunker, Margaret Arbuckle, Ken Chapman, Merrita Hruska, and Susan Rotondi explore aims, issues, and approaches to collaboration between universities and working teacher centers and examine characteristics of a successful partnership. A slide-tape presentation is included.

Brevard Inservice Teacher Center Involving Teachers and Students. Violet Weiss and Wilda Sims use a slide-tape presentation to describe the Brevard Teaching Center and explain operational procedures and evaluation.

11:15 - 12 noon Group Sessions

Teacher Center in a University Setting. David Alexander from the Eliot-Pearson Curriculum Resource Center presents slides and discusses governance and setting up a teacher center.

Evaluation: Rhode Island Teacher Center. Janice Baker focuses on utilization of the discrepancy evaluation model and its value in establishing a teacher center and obtaining feedback on its effectiveness. Provides examples.

Teacher-Operated Teacher Center. Cheryl Christensen, Margaret Linden, Dorothy Crow, and Mary Feehan open with a multi-media presentation describing operations and programs offered by the teacher center in Glenview, Illinois. Discuss physical arrangement, governance, and the teacher's eye-view.

How to Win Support and Influence Bureaucracies/Soliciting Support from Your State Department of Education. Virginia Giddens and Shirley Harris use a slide-tape presentation to overview 11 teacher centers in Illinois and explain current involvement of the Illinois Office of Education in teacher centers.

Governance in a Florida Teacher Education Center. Weaver Hipps gives a concise description of the Florida law creating Teacher Education Centers, funding, and governance and explains the Florida collaborative model involving teachers, university representatives, and local district personnel to strengthen teacher education.

Approaches to Learning Center Programming. Evie Kosower presents the Foundation for Early Childhood Education Learning Center in action. Discusses project operations and programming.

Idea Swap Regarding Funds, Resources, and Program Development. Phil Makurat leads participants in a description of their various centers' formats, needs, and programs.

Governance and Inservice Meetings in the Fort Worth Teacher Center. Jo Mosley and Jon Wiles discuss the center's Advisory Council, organizational plan and network coordination, and a cooperative inservice program to train cooperating teachers to be better supervisors of student teachers.

The British Model. John Mulhern discusses the development of teacher centers in Great Britain with emphasis on history, types of centers, agency relationships, role of centers, and the future of teacher centers.

The Prairie View A & M University P. B. Center: A Case Study in Collaboration. Bill Orman reports on a cooperative, experimental teacher training program which features a university-wide performance-based education program, individualized curriculum, and interdisciplinary approaches.

Teacher Centers: Evaluation's Contribution? Jane Siegel and Andres Steinmetz describe past teacher center evaluations, formulation of evaluation techniques, and suggested areas for future research in development of models for teacher center evaluation.

Aesthetic Education: Why Does an Orange Flower Have Red Leaves? Dennie Smith and Bernard Rosenblatt from the Aesthetic Education Learning Centers, CEMREL, Inc., use a film and discussion to explore implementation of innovative teacher education programs in the arts and aesthetics.

Reaching the Hard to Reach: Parents, Teachers, Administrators. Barbara Smolens and Barbara Stern say that working with pre-K through 3rd grade parents, teachers, and administrators in 14 public school districts may sound like an impossible task--and sometimes it is. They will share workable approaches to parent and teacher education they have developed in New York.

Process-Generated Training for Teacher Centers. John Williams, Emporia, Kansas, describes a process for defining the training to be delivered in a teacher training center. Process includes collaboration to determine philosophy and goals, values clarification training, student and staff profiles.

Teacher Corps Model of Inservice Training. Beverly Kelton, Juanita Rivera, and Essie M. Grant give a mid-cycle view of a Teacher Corps project's inservice model of staff development, focusing on problems and progress related to engrafting a two-year, federally-funded, collaborative teacher training program in a traditional institutional framework.

12 noon - 1:30 Lunch

1:35 - 3 p.m. Group Sessions

ERIC Computer Terminal. A demonstration of the ERIC system.

Establishing a Teacher Center for Pre and Inservice Personnel. George Dickson, Dennis Myers, and Amos Paterson introduce the Velba B. Carver Teacher Education Center at the University of Toledo including purpose, goals, audience, functions, staffing, and governance.

A Teacher-Initiated Science Workroom in a Harlem Public Elementary School. Angie Finn describes reasons for and development of the science workroom and discusses how teacher workshops lead to involvement with pupils.

Thematic Curriculum. Andrea Furlong and Mary Hale Seymour present an overview of the thematic curriculum as demonstrated in the theme Domestic Life in Colonial Philadelphia, 1776.

Integrated Teaching Center: A Comprehensive Program and Learning Complex. Jay Greenwood from Oregon discusses plans for a comprehensive teacher inservice program which provides a continuum of growth experiences for teachers.

The Texas Center for the Improvement of Educational Systems. Kyle Killough uses media to present a description and discussion of the Texas Center.

The Evolution of Program for a Teacher Center. Edith Klausner and John Henderson describe experiences of the Philadelphia Advisory Center from 1970 and considerations for future development. Includes resources and case studies of resource use at the center.

Unified Governance Structure of a Multi-Level Professional Development Program. Robert Mayfield, Jack Blackburn, and Landa Trentham from Auburn describe governance, budgeting, planning, operations, and feedback and evaluation systems relative to successes and needed changes at preservice and inservice levels.

Florida's State-wide Venture With Collaborative Teacher Centers. Alanson Van Fleet and Drew Barrett discuss the interfunctional relationship conceptualized in the Florida Collaborative Center Model, funding, governance, staffing, and start-up problems in teacher education centers.

Creating a Statewide Model for Continuing Education: Involvement of all Subsystems in a Systemic Approach. J. Zeb Wright leads participants in examination of a model for delivering statewide continuing education programs. Emphasis will be placed on the transition of Teacher Education Centers from a one-county or one-region autonomous institution to an integral part of a statewide system.

3:05 - 3:45 p.m. Plenary Session: Federal Legislation by George Arnstein.

3:50 - 5:30 p.m. Group Sessions

Creative Classroom. Kas Bendiner and Carlyne Durnan from the P.A.F. Arts in Education Center use theatre games, improvisation, mime, and movement to explore techniques for creating theatre experiences directed toward the enrichment and expansion of the learning experience--and toward human growth.

Creating a Self Renewal School: The Wheeling Plan. Larry Chase describes a resource matching process approach to planned change. Describes a powerful and systematic O.D. model.

Mainstreaming: From Plan to Program. Richard Collier examines procedures for designing and establishing mainstreaming programs, classroom design, and preservice and inservice teacher education programs in Buffalo.

Network of Teaching Centers in South Carolina. Emily Feistritzer acquaints participants with the materials and resources used in the development of individual centers within the South Carolina Teacher Corps Network.

How to Write and Publish Teacher Developed Materials. Ron Jones from the Zephyros Education Center details how to collect ideas, design and prepare ideas for print, and distribute teacher/parent/child developed materials.

Is Funding Possible for a Teacher Center? Corinne Levin and Harriet Bograd discuss problems and issues of funding. Can centers be self-supporting? Can you receive funds and still maintain your philosophy? And other questions.

Governance Structures. Nancy Priselac, Lucy Romano, Loretta Mazzie, Stephen Priselac, and John Curran use slides and conduct a simulation and discussion on governance systems.

Wisconsin Staff Development Program: A Group Process. Robert Skeway discusses local school organizational design, roles and relationships of participants, problems and characteristics of inservice, and a conceptualization of the function of inservice.

The Curriculum Development Consortium: A Traveling Teacher Center Concept. E. Brooks Smith describes curriculum development activities with teachers on-site through a consortium using a preservice-inservice model for providing staff support and release of teachers to work on curriculum and instruction development during school time.

Teacher Center Complex in A Rural Setting. Terry Snowden and Bonnie Dana discuss issues related to a teacher center in a rural setting including participation of administrators, distance from campus to centers, field-based versus university-based instruction, IGE versus traditional classroom, community involvement, traditionalism, combined pre and inservice relating theory of individualization to practice.

Wednesday, May 26

8:30 - 11:20 a.m. Group Sessions

A Teacher's Active Learning Center/Teacher Shelter. Amity Buxton focuses on interdisciplinary content and discusses developmental learning and practical classroom applications.

Introduction to Training Materials for Collaboration. Bill Drummond and Anna Nuernberger introduce materials developed for a 4-day workshop on collaboration and provide for participants a series of activities (group process training) selected from the overall workshop.

Inservice Needs Assessment. Barry James and Sue Freedman use simulation activities and introduce the Needs Assessment Package (NAP) to participants. Active workshop and opportunity for discussion.

Strategies for Program Development. Sam Yarger from Syracuse University and Al Schmieder from USOE present a three-part workshop using a slide-tape and interactive materials 1) what is teacher centering, 2) understanding models for program development, 3) initiation of developmental strategies for teacher centers.

11:30 - 12:30 p.m. Speaker: M. Dale Baughman
Editor: Contemporary Education
Topic: Staff Development: Where Do We Go From Here?

TEACHER CENTERING IN 1976: THE REAL EXPERIENCE[1]

Allen Schmieder, Division of Educational Systems Development
and Bambi Olmsted, Teacher Corps
United States Office of Education

Read this section carefully. The stuff it contains comes from some of the most exciting people engaged in staff development across the country. It is from those people who have been the pioneers in teaching centers--from the people who know what teacher centering is all about. They have been mixing it up day after day with kids, teachers, administrators, university staff, and community representatives, in pursuit of every possible means to improve the quality of classroom instruction. They operate centers in all parts of the United States and six foreign nations.

At the first session of the National Institute on Teacher Centering, before anyone had a chance to compare notes or benefit from the bias of others and while they were still in their pure "what you bring to the conference state," all participants were asked to expose their professional passions on a 2'x3' piece of newsprint. The designated categories for their responses were heavy: "On the basis of your experience in teacher centering 1) what are your most important needs, the kinds of things you most want to deal with during this conference, the issues and problems you most want help with now and 2) what have been your greatest successes, your greatest 'lessons learned,' the experiences you feel would be most helpful to share with others involved in centering."

Then more than 250 of the conference's eventual 500 participants sat on the floor and put things on paper. When such an exciting group of educational leaders, a group that has been at the cutting edges of inservice staff development for the last several years, says what is on their minds--with heavy magic markers--on naked newsprint--to be left exposed on the ballroom floor for all to read and ponder--it is significant stuff! And it is that kind of stuff that this section is all about. Although this spontaneous reporting process did not allow for a full explication of the centering experience of the participants, it did force them to highlight major issues and concerns. Single words or short phrases like "need funding," "teacher designed curricula," "need to find better ways to determine needs," communicate with considerable force.

It is extremely difficult to take the thoughts of more than 250 complex individuals involved in a complex enterprise and accurately synthesize them into several pages. Some participants were crisp and articulate, others were lengthy and encompassing. All were unique. The analysis was done as follows. The zillion sheets were divided by role: teachers (47), teacher center director and/or staff (83), school administrators and supervisors (20), higher education staff (61), state education agency staff (17), community representatives (15), and national service organization staff (22). A quantative summary was made for each group and the items were divided into three categories: 1.) those items listed by more than five participants, 2.) those listed by two to five participants, and 3.) those statements made by only one participant. In the first two categories items are listed in descending order according to the number of times cited. The "Needs and Aspirations" comments were analyzed separately from those on "Strengths and Assets". The volume of responses for any given group is of course primarily a function of the number of persons in that group and is not a reflection of varying degrees of experience or wisdom.

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[1] A more complete analysis of these data is being prepared as a separate Office of Education publication. Time precluded its inclusion here.

We resisted presenting any of our own conclusions about the data. We wanted to present as briefly and clearly as possible the unexpurgated experience of the nation's leaders in teaching centering and leave the development of any program implications to the reader.

Finally, we could not resist sharing some of the spontaneous extra-categorical, graffiti that was volunteered by some of the participants. Almost all included one or more cerebral thoughts--for it was a most creative and daring group of folks.

Teachers (47) Needs/Aspirations

1. Items Listed by 5 or More
   Information about how to organize and implement centers; information about successful practices from existing centers; new ideas; how to more effectively work with student interns; funding.

2. Items Listed by 2 to 5
   Alternative approaches to inservice education; how to involve teachers in their own training; more study of possible relationships between mathematics, special education mainstreaming, reading, the liberal arts, and teacher centers; practical ideas; better definitions of the concept; closer coordination between centers and related school system(s); better feedback from centers to preservice programs; information about alternative governance structures.

3. Items Listed by Only 1
   Improvement in public image of teachers; training in classroom management; exploration of possible relationships between competency-based education and centers and between special education and centers; information on the use of learning centers in teacher centers; information about the teacher center movement; information about new innovations in teacher training; information about how to obtain validated training materials; array of leadership training approaches; everything there is to know about teacher centering.

Teachers (47) Strengths/Assets

1. Responses Listed by 5 or More
   Experience in working with student interns; experience as inservice teacher trainers; experience with organizing and implementing teacher centers.

2. Responses Listed by 2 to 5
   Experience with the development and utilization of needs assessment instruments and approaches; experience in developing university-school cooperation and inservice teacher education programs and with materials development and dissemination; teacher power as a possible lever for center support; adaptation of learning centers to teacher centers.

3. Responses Listed by Only 1
   Use of community resources; involvement of parents in classroom programs; program evaluation.

Teacher Center Directors and Staff (83) Needs/Aspirations

1. Items Listed by 5 or More
Funding; new program ideas/options; greater knowledge of other teacher center models; ways to involve teachers; opportunities to interact with other center directors and staff; information about a variety of approaches to governance and collaboration; evaluation of program effectiveness; kinds of materials used in other centers.

2. Items Listed by 2 to 5
List of available, effective program consultants; better view of national scene; compilation and dissemination of information about a range of teacher center resources; more study of possible relationships between teacher centers and competency-based education, humanistic education, math and science, early childhood education, and the arts; models of ways to involve the community; new program ideas; catalogue of needs assessment instruments and approaches--both for individuals and for programs; better linkages with other centers; information about the management of change; models of field-based teacher training; opportunities to share ideas; experimentation in region-wide centers.

3. Items Listed by Only 1
Examples of effective advocacy of concept; better definition of concept; further examination of relationship of concept to existing delivery systems for inservice education; examples of space utilization in centers; better linkages with preservice programs; national network of teacher centers; information about workshops that work; replication of National Institute on regional level; development of regional networks of centers; greater involvement of students in centers; information about current research on the teaching-learning relationship; examples of good school-university collaboration; more emphasis on the relationship between teacher centers and the classroom.

Teacher Center Directors and Staff (83) Strengths/Assets

1. Responses Listed by 5 or More
Experience with inservice training, hands-on workshops, and needs assessment approaches; development of collaboration strategies and partnership models involving teachers; experience with communication strategies, program development, and resource combinations for center operations; development of aesthetic education models and programs using recycled materials; experience as resource persons to teachers; experience with teacher-initiated centers, with curriculum development, and with preservice-inservice training continuum.

2. Responses Listed by 2 to 5
Development of model for school-based teacher education; experience with fund raising and dissemination; experience with use of organizational development approaches in centering; involved local communities in centering; development of substantial "storehouse" of training materials; development of competency-based teacher education and program evaluation strategies; experience with special education issues, leadership development, human relations, and student teacher placement.

3. Responses Listed by Only 1
Teacher power as a possible lever for center support; experience in diagnostic prescriptive teaching.

School Administrators and Supervisors (20) Needs/Aspirations

1. Items Listed by 5 or More
None.

2. Items Listed by 2 to 5
Funding; information about the national scene; information about how to organize and implement teacher centers; knowledge on how other centers operate; needs assessment instruments and approaches; how to more effectively involve teachers; how to relate more directly to teachers needs; examples of innovative programs in inservice education; examples of effective school-university collaboration; range of models of teacher centering.

3. Items Listed by Only 1
Models of linkages between central administration and centers; information about the concept; information about the kinds of physical facilities that have been used in centering; information about the management of change; information about the possible relationships between competency-based education, reading, mathematics, and centers; information about center programs for student interns; ways to secure grassroots community support for centers; greater involvement of students in center programs; research on relationship between centering and classroom achievement; more expertise on center program evaluation; more planning time for teachers.

School Administrators and Supervisors (20) Strengths/Assets

1. Responses Listed by 5 or More
Experience with coordination of training.

2. Responses Listed by 2 to 5
Serving as resource persons to teachers; experience with staff development, setting up centers, organizational development, and needs assessment techniques; development of field-based programs; experience with collaboration, governance, and dissemination strategies; supervision of interns/student teachers.

3. Responses Listed by Only 1
Involvement of local community and teacher power in centering.

Higher Education Faculty (21) Needs/Aspirations

1. Items Listed by 5 or More
Alternatives on how to organize and implement centers; greater opportunities to interact with other centers; funding; alternative approaches to inservice education; information about a variety of approaches to collaboration; evaluation of program effectiveness.

2. Items Listed by 2 to 5
Study of possible relationships between mainstreaming, competency-based education, multi-cultural education, early childhood education, community education, and centers; examples of teacher involvement in training; field-based approaches to teacher education; approaches to governance; models of needs assessment; new program ideas; clearer definition of concept; greater explication of benefits; better view of national scene; strategies for securing grassroots political support

for concept; information from centers which bridge preservice and inservice; more information about other center approaches; list of available, effective program consultants.

3. Items Listed by Only 1
New Program ideas; models of center processes; information about team approaches to staff development; development of regional resource centers; information about center programs for student interns; alternative roles of university personnel in centers; information about centers that serve rural areas; catalogue of validated training materials; materials on diagnosis of learning problems; work on implications of teacher centering for improving preservice education; greater amounts and regular dosages of inspiration.

Higher Education Faculty (61) Strengths/Assets

1. Responses Listed by 5 or More
Development and utilization of governance models and collaboration strategies between schools and universities; experience with inservice training and integration of preservice and inservice programs; development of needs assessment techniques, teacher training curricula, and assessment strategies; supervision of student teachers; how to serve as resource persons to teachers; experiences starting teaching centers; development of competency-based teacher education programs.

2. Responses Listed by 2 to 5
Development of learning centers, of diagnositic-prescriptive teaching, and of techniques for mainstreaming; experience with program development and models of teaching; experience with parent education and involvement of local communities in centering; experience with organizational techniques.

3. Responses Listed by Only 1
Experience with personal growth and human relations training.

State Education Agency Staff (17) Needs/Aspirations

1. Items Listed by 5 or More
Funding; learning more about existing centers; knowledge about how to organize and fund a good center; innovative ideas about centering and inservice education.

2. Items Listed by 2 to 5
Increased interstate sharing on problems of staff development; better communication between state education agencies and teachers; more information on national state of the art.

3. Items Listed by Only 1
Information about successful school-based teacher education; articulation of common characteristics of centers; better definition of concept; development of several models of state-wide networks; array of better system for educational renewal; models of relationship between universities and teacher centers; greater sharing of promising products and practices; development of criteria for evaluating inservice programs; cleaner policy--at all levels--in reference to staff development and better linkages between state and national information/product materials.

State Education Agency Staff (17) Strengths/Assets

1. Responses Listed by 5 or More
   A pool of teacher-trainers; considerable experience in inservice program development.

2. Responses Listed by 2 to 5
   Instruments and experience in school evaluation; models of state center networks; considerable experience in collaboration among education constituencies; dissemination networks for validated materials; array of student intern program models; models of field-based training programs; array of successful teacher training programs; experience in curriculum development.

3. Responses Listed by Only 1
   Validated needs assessment instruments; models of volunteer programs; considerable experience with competency-based education; center-adaptable special education modules; much energy.

Community (15) Needs/Aspirations

1. Items Listed by 5 or More
   None.

2. Items Listed by 2 to 5
   Strategies for securing grassroots political support for concept; funds.

3. Items Listed by Only 1
   Meeting with other centers; new ideas and validation of practices used; information on competency-based education; information on rural centers; funds; travel; rub of university and LEA; governance; sharing with other centers; better teacher support; workshop follow-up.

Community (15) Strengths/Assets

1. Responses Listed by 5 or More
   None.

2. Responses Listed by 2 to 5
   Involvement of local communities in centering; knowledge of resources; communication techniques; experience with staff development.

3. Responses Listed by Only 1
   Experience with urban education; experience with learning environments; knowledge of facilities.

National Service Organization Staffs (22) Needs/Aspirations

1. Items Listed by 5 or More
   Better view of the national scene.

2. Items Listed by 2 to 5
   None.

3. Items Listed by Only 1
   Share ideas on concept; better coordination and connection of existing centers; information about how to organize and implement centers;

models of governance; funding; more release time for training; oral needs assessment approaches; more community involvement; how to relate national product centers to more effective inservice; better understanding of relationship between centering and classroom behavior; clarification of role of federal government; model examples of centers; information on trends in inservice; information from other regions; knowledge of concept; relationship to minority education; exploration of possible relationships between competency-based education and centering; exploration of alternative roles for teachers in centers; development of an array of feedback and evaluation approaches; materials on center development.

National Service Organization Staffs (22) Strengths/Assets

1. Responses Listed by 5 or More
None.

2. Responses Listed by 2 to 5
Understanding of the national scene in teacher centering; coordination in development of teacher training materials; serving as teacher advocates and resource persons; experience with staff development and organizational techniques; experience with networking.

3. Responses Listed by Only 1
Development of competency-based teacher education programs and specific teaching skills; experience with program development, governance, models, community involvement, and grantsmanship.

Some Miscellaneous Data and Graffiti From the Wrinkled Newsprint

The theme for this section might be derived from those immortal items listed by one participant who could not resist the opportunity to be profound. Regarding aspirations, "Everyone needs to be able in 20 minutes to convince 66 2/3% of school board members of the effective impact of teacher centering, to gather new classroom ideas with a retention period of at least 55 minutes and 60 seconds, to achieve continuous funding of teacher centers with an 83 percent chance of success," and, regarding strengths, "To be able to laugh at at least eight out of ten failures, and to have sufficient inspiration to add to this list!"

Teaching Centers: Toward the State of the Scene[2] reports that center types in the nation range from "store fronts to multi-institutional consortiums." Based upon this new batch of center data, we can now expand that range to include a movable van, several more non-places, and a reverse garbage truck.

The government programs most often mentioned were EPDA, the Teacher Corps, Local Problem Solving, Title III of ESEA, and Urban-Rural School Development. Title I and IV of ESEA also appeared. The names of Ford, Carnegie, and Rockefeller were most commonly mentioned among those private agencies which support centering.

The language used in the items had a teacher-center like ring to it: sharing ideas, new ways, teachers, (even kids now and then), grassroots, materials,

[2] Allen Schmieder, Sam Yarger, Washington D.C. American Association of Colleges of Teacher Education. Eric Center for Teacher Education and Leadership Training Institute on Educational Personnel Development, 1974.

needs assessment, interns, student teachers, linkages, practical, motivation, inspiration, cooperation, and (of course) funding and survival!

Many of the suspicious new words of teacher education also found their way on to some of the sheets: delivery systems, cybernetic approaches, interface, modules, validated products, diagnosis, networking, systems, feedback mechanisms.

And there was a scattering of profound simplitudes. "We often mistake activity for progress." "I don't care what you call it as long as it does what its supposed to do." "Collaboration without collaborating is not worth collaborating about." "Centers should attract all age groups --be ageless." "You can put it together without funding if the people really want it--as long as you have the desire, stamina, and money."

And the writing of the most flexible and enterprising of all participants: "Whither the funds goest, there goest I," and "My funding has finally run out, anybody got a job? I have a wife and a passel of kids to support."

Some of the biggest surprises: almost no mention of skills, the definition of teacher center did not become a major issue, out of several thousand words, the word student appeared three times.

From a British teacher center director, "To hell with 17%."

CONCLUSION

Over fifty percent of the more than 2,000 items listed were unique. We were not surprised. The teacher centers represented at the conference, and there were over 100 of them, were all unique. This nation has a great range of centers and, therefore, of centering experience. There seemed to be consensus after the Institute that no two centers were alike and that there is no such thing as a "British Model," an "LEA Model" a "University Model," etc. It was also generally agreed that most centers are ready to work with both individuals and systems. It is exciting to realize that this great diversity of people, resources, and institutions is all directed toward the single goal of improving the education of children.

DESCRIPTION OF TEACHER CENTERS

Representatives from each teacher center were asked to provide a brief description of the purpose and activities in their teacher centers. This next section includes brief descriptions provided by one hundred and two centers represented at the Conference. A review of these descriptions makes it clear that teacher centering is a multi-faceted operation. The variation in teacher centers is related to location, target population, funding, orientation, philosophy, and a host of other factors that characterize each center. We make no claim that the centers described in this section provide information about the entire range of teacher center activity in the nation; however, it is a representative list that does reflect diversity and should provide the reader with a comprehensive overview of some of the most active teacher centers in the nation.

It was necessary to edit the copy to conform to publication space limits. We apologize to the Centers if they are misrepresented in any way. The reader should contact the center directly for further information.

ALABAMA

CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAM
Auburn University Consortium
Auburn, AL 36830

The Continuous Professional Development Program (CPDP) utilizes a democratic governance structure involving ten local school systems, Auburn University, and the Alabama State Department of Education in a partnership effort. Each agency has parity in the decision-making process.

Monies funding this cooperative venture are placed by decision of the CPDP Governing Board in a unified budget with the University serving as fiscal agent. The Governing Board annually approves an itemized operational budget and appoints an Executive Secretary whose major responsibilities are the administration of program operations and supervision of the budget.

Each of the ten systems has a field coordinator who is assigned to work with staff development in his/her respective system. These field coordinators also manage communications relative to inservice within their systems and among involved agencies.

The majority of the CPDP inservice activities are workshop or seminar in nature and are planned in response to professional needs defined by local teachers and other local personnel. Necessary inter-system planning, arrangements for consultants, and other details essential to successful implementation of each activity are handled by the Executive Secretary of the CPDP.

The University is developing a teacher renewal center, a comprehensive service center for the school systems including a centralized purchasing department, and a consortium-wide audio-visual library.

The CPDP has also helped in the development of special programs which include competency-based certification programs for public school principals and supervisory personnel.

A feedback and evaluation system has been developed.

CALIFORNIA

BAY AREA LEARNING CENTER
1025 Second Avenue
Oakland, CA 94619

The Bay Area Learning Center (BALC) is a tri-district teacher centering consortium operating among the Berkeley (BUSD), Oakland (OUSD), and San Francisco (SFUSD) Unified School Districts. The basic funding for the operation is provided by a USOE grant. The OUSD serves as the LEA.

Governance. The ultimate authority of the project is vested in the legal control of Oakland's Board of Education. By mutual consent, approved by Oakland's Board, the Board of Directors, consisting of the Superintendents of the involved school districts and the Project Director, serve as the tri-district representatives. An Advisory Board reviews programs and serves as a liaison between the schools and the communities. Three representatives are appointed to serve on the Advisory Board by each of the Superintendents. Provisions are made for ethnic and community/professional balance.

Operational Procedures. The central office of the Bay Area Learning Center is basically a nerve center assisting with teacher centering type programs among the three districts. The following represent the major operations of the project:

Berkeley - Staff Development Center (SDC). The SDC is a nerve center within the BUSD primarily concerned with programs commonly referred to as Organization Development.

Oakland - Student Teacher Access to Resources and Training (START). The START Center is responsible for a number of programs, such as the Summer, Fall, and Spring Institutes; programs designed to meet specific instructional needs of teachers and administrators. Most courses are offered for college credit. A teacher active learning center is housed within the center and provides a coordinated instructional program to meet specific needs of individual instructors. The district Media Center is housed in the facility, along with an alternative Renaissance Secondary School Program.

San Francisco - Teacher Learning Center (TLC). TLC provides training for student teachers and teachers primarily by upgrading instructional practices directly relating to aspects of classroom management techniques and the individualization of instruction.

BALC Innovative Programs. BALC's central staff coordinates a series of programs that are planned by tri-district staff. Some of these programs are developed in conjunction with institutions of higher education and are offered for upper division or graduate credit. In conjunction with local institutions of higher education, BALC offers both baccalaureate and external master degree programs. High school principals are provided individualized training by Shelter Institute of San Francisco.

THE FOUNDATION FOR EARLY CHILDHOOD EDUCATION LEARNING CENTER
535 South Clarence Street
Los Angeles, CA 90033

The Building: The Foundation for Early Childhood's Learning Center is a renovated warehouse in the inner city of Los Angeles. The foundation administers 13 Head Start sites serving 500 families and the Continuation Learning Program in ten elementary schools. The Center consists of a large workshop area with power equipment, tri-wall, wood, and donated materials from industry. It has large sliding doors which open to outdoor work space. A large meeting room, a storage area, and kitchen for the Head Start sites complete the facilities.

The Participants: The Center is used by parents in the community to make materials and equipment for family or school use and to learn about child development. Adult Education credit is offered and transportation is provided. There is an activity program with parent participation available for the small children.

Foundation personnel, including the CLP teachers-in-training and classroom teachers, use the rooms for meetings, inservice, and college classes. There have also been individual elementary schools who have contracted with the Center for staff development services.

Funds: A grant from the Office of Child Development, Washington, D.C., provides funds for the Learning Center.

OPEN SPACE ENVIRONMENTAL TEACHER CENTER
4940 Sepulveda Boulevard
Culver City, CA 90230

Open Space, Inc., a non-profit community organization, has been operating an Environmental Teacher Center serving the Los Angeles area since 1971. Located in an old warehouse, the Center offers training and consulting assistance in Environmental and Informal Education to 300 parents, teachers, and other adults representing 11,000 students annually. Teachers experience informal education at an adult level while working on environmental classroom projects and activities. In addition to drop-in availability of staff and facilities, experiences organized as classes carry salary and university credit.

On-site resource assistance at elementary schools has resulted in environmental improvement projects such as lawns, patios, geodesic dome green house, animal shelter, native plant gardens, ponds, indoor and outdoor murals, and a 3,000 square foot community constructed mini-park...all integrated into the curricular learning experiences of the students.

PARK SOUTH TEACHER CENTER
1351 Haight Street
San Francisco, CA 94100

The Park South Teacher Center is unique among the several teacher center models now in the Bay Area. This uniqueness stems mainly from two aspects of our program: size and teacher-directedness. The Center is intentionally small, both in its staff and in the number of teachers it serves. We are currently operating with one resource teacher and a paraprofessional. We are also small in that we only work with the 200 teachers in ten schools in our area of San Francisco. This promotes a natural sharing of ideas among teachers who see each other frequently at workshops and other functions at the Center. This exchange and mutual support is as critical to teacher growth and change as our workshop program. In addition, teachers know the staff of the Center well because we are in schools and lunchrooms frequently to develop relationships and to be easily accessible to teachers. We are constantly listening, passing on ideas, and helping projects develop. The small size has been critical to the feeling of closeness and togetherness of the teachers.

The second area of uniqueness of our Center is our Advisory Council. One elected teacher delegate from each of our ten schools, together with the Teacher Center staff and a parent delegate meet monthly to evaluate the programs of the Center and to plan for the coming month. Projects, problems, and teacher needs serve as our focal points for these three- and four-hour meetings. The Advisory Council insures teacher-directedness of our Center and assures immediate and on-going program evaluation and accountability. Teachers feel that the Center is theirs and the Advisory Council has assured that relationship. In addition, active parent and administrative support has greatly strengthened the impact of the Center.

THE TEACHER LEARNING CENTER (TLC)
500 Corbett Avenue
San Francisco, CA 94114

What happens at the TLC? Workshops...Courses, mini and maxi...Discussions ...Lectures...Presentations of materials...Loan of instructional materials ...Summer sessions...Demonstrations...Weekend seminars.

How are activities selected? By asking potential participants what is needed.

Who participates in TLC activities? Teachers...Paraprofessionals...Administrators...Board Members...School volunteers...Student tutors...Community groups...Parents...College students...Professional groups.

What facilities are available at the TLC? A large workshop/meeting room ...A number of small curriculum labs...A professional library...Materials library...Several small meeting rooms...Duplicating equipment...Laminating equipment...District-supplied materials for teacher use in making learning aids.

Who are the staff at the Teacher Learning Center? A supervisor for Staff Development...3 district staff development teachers...two clerks...two custodians...2 ESEA paraprofessionals...a BALC staff development teacher ...5 ESAA staff development teachers...6 ESAA paraprofessionals.

TEACHERS' ACTIVE LEARNING CENTER/TEACHER SHELTER AT START
c/o Oakland Public Schools - 1025 Second Avenue
Oakland, CA 94606

Description: The Teacher Shelter at START is a center developed by and for teachers. The major objective is to increase the level and scope of children's learning by increasing the level and scope of teachers' learning. To this end, the program, staff, and procedures are designed in a supportive, stimulating, and individualized way so that teachers can:

1. Identify their professional strengths and needs;
2. Develop responsibility for their own learning and for curriculum development.

The Center is comprised of interdisciplinary workshop areas, instructional/advisory staff, books, learning materials (natural and man-made), thematic active learning centers, supplies, and tools organized to facilitate teachers' learning and curriculum development. "Teachers" include parents, principals, community persons, instructional assistants, professors--any persons involved in children's learning.

Program: (open 94 days) - 58 scheduled workshops, 11 ad hoc sessions, 17 independent construction, individualized courses.

Credit: Teacher-designed individual studies for inservice or extension credits (19).

Participants: More than 1800 during 94 days (1-32 times).

Staff: One full-time One part-time. Volunteers during peak times.

Teacher Advisory Group: Voluntary. Provide major input to program planning and policy.

THE TEACHERS' CENTER
Andrew Jackson Elementary School - 4365 54th Street
San Diego, CA 92115

The Teachers' Center is housed in two classrooms. Teachers, in this comfortable, informal setting (and one in which coffee, tea, soft drinks, and cookies are always available) may exchange ideas and share materials, examine the newest instructional aids, and investigate issues related to children and how most effectively they learn mathematics.

A rich collection of resources and an exhibit of manipulative materials are displayed. Consultant services are provided, and a variety of workshops, courses, discussion groups, and special programs are presented.

The ingredient which distinguishes the Center from other such inservice agencies is that its program is teacher-initiated and managed. Various events are scheduled in response to an assessment by teachers of their own educational problems and continuing learning needs.

The Teachers' Center is supported jointly by the National Science Foundation, the Center for the Improvement of Mathematics Education, the San Diego Unified School District, and the Greater San Diego Mathematics Council.

ZEPHYROS EDUCATION EXCHANGE
1201 Stanyan Street
San Francisco, CA 94117

Tired of expensive textbooks that don't work, learning theories that work only is special situations, and teacher unions that focus on credit and trips to Europe? Tired of feeling alone in your effort to give students a personalized learning experience? Then this exchange is for you. Zephyros is a small non-profit group of San Francisco teachers, artists, and friends. We collect and print practical lesson plans, activities and games developed by classroom teachers. It's our way of creating a "trading post" from which teachers can share ideas. It's also our way of taking direct responsibility for what our children read and act upon. Yes, teachers can print their own textbooks. And, yes, we can help each other become better teachers. We hope you will join us in this venture.

COLORADO

JEFFCO ARTS IN EDUCATION PROGRAM
Jefferson County School District R-1 - 1209 Quail Street
Lakewood, CO 80215

The arts have always dealt with the vital concerns of contemporary man. To bring them into relationship with the total curriculum is to assure that disciplines do not become divorced from the vital concerns of present-day society. Such an approach permits the arts to be viewed as alternative means of understanding subject matter or processes that at the same time complement and are integral to the total basic education program. The arts in basic education are more meaningful when they become part of the curriculum.

A component of the Jeffco Arts in Education Program is CEMREL's Aesthetic Education Learning Center. Jeffco is one of seven national centers designed by CEMREL, Inc., St. Louis, Missouri. The purpose of the Aesthetic Education Learning Center is to provide teachers with inservice training in aesthetic education materials and techniques.

STAFF DEVELOPMENT ACADEMY
Jefferson County Schools
Lakewood, CO 80215

A few statistical highlights give some feeling for the dimensions of the activities of this office. They are:

Formal needs assessment responded to by 1,375 teachers and 103 administrators.

138 district inservice credit courses offered.

Summer school for 107 teachers cooperatively conducted with UNC.

Workshops conducted at 25 schools.

152 off-campus courses offered in Jefferson County.

12 special off-campus courses in school administration were conducted.

Coordinated placement of 609 student teachers and 125 college student observers/aides.

590 single meetings and 109 multiple sessions for a total of 1,700 meeting sessions were conducted in the Academy Meeting rooms in the Instructional Services Building.

Processed 2,044 requests for inservice credit.

CONNECTICUT

PROJECT TRAIN
University of Hartford - 200 Bloomfield Avenue
West Hartford, CT 06117

Project TRAIN is a Teacher Corps Cycle X Project co-sponsored by the University of Hartford and the Hartford Public Schools. It is presently at the mid-point of its two-year cycle.

Project TRAIN is an inservice staff development program which focuses its resources at the Kinsella Elementary School. Based on the collaboration of the Hartford Public Schools, the University of Hartford, and the Kinsella Community, the project is an effort to provide a variety of meaningful inservice training options to the staff and parents of the Kinsella School to improve the educational growth of the Kinsella students.

The experience of the project's staff and interns provides insight into the task of giving meaning to current concepts such as "field-based," "personalized," "community-based," and "clinically-oriented" within a traditional institutional setting.

THE TEACHER CENTER, INC.
425 College Street
New Haven, CT 06511

The Teacher Center, Inc., is an independent, non-profit organization governed by a voluntary board of directors. It is operated by teachers and is not affiliated with any school system or governmental agency. It provides opportunities for teachers to meet and share ideas in an informal atmosphere. Teachers can relax and work together on their individual as well as common problems in non-threatening situations. The Center responds to requests for curriculum materials, information on how to organize classroom space, and help in art and craft techniques.

The Center provides opportunities for parents, teachers, and students to drop in for advice. It offers help to teachers by acquainting them with classroom materials, both home-made and commercially-produced. It also enables teachers to learn how to collect and utilize discarded materials from factories, shops, homes, junk yards; and how to adapt these materials to classroom use.

Teachers who are attempting to try out new ways of teaching can come to the Center for advice and support. It thus encourages improvements in school practices and innovative ideas. Although the Center is organized and run by teachers, it has served as a field site for the Goddard College Experimental Program for Further Education. This program provides working adults with the opportunity to earn credits toward an undergraduate degree through independent work and weekend courses.

DISTRICT OF COLUMBIA

THE ADVISORY & LEARNING EXCHANGE
1101 15th Street, N.W., Suite LL 70
Washington, D C 20005

The Advisory & Learning Exchange is a teacher center which opened its doors in 1971. At that time, it used a workshop approach, single sessions or series, in math, science, language arts, crafts, social studies, and exploration of community resources. Its methodology was practical hands-on learning, with emphasis on problem solving and manipulative materials. Over the years it has focused on different specialities: the theories of Piaget and Kohlberg and how they relate to cognitive and social growth of children, bilingualism, developing materials, training teachers for bilingual classrooms, special education, learning disabilities, and mainstreaming.

A small resource center enables teachers to borrow books, records, curriculum materials, and manipulative learning materials.

The advisory approach has spawned a family of five projects. Each project has specific target groups and clearly delineated objectives. Early childhood is the focus of a two-year child development funded project, Celebration in Learning. This project is developing training modules for teachers on use and organization of space in the early childhood classroom. Products to be produced include films, training materials, and slide sequences.

A second project works with three junior high schools. The administrative teams and teachers are working on Management By Objectives (MBO) and how MBO can be utilized in the classroom. The Young Washingtonians Project produces and develops local history materials. The participants are high school students from public and private schools.

A new project, Parent Focus, develops curriculum and a training approach for parent education for young, single mothers still enrolled in school.

The National Endowment for the Arts funds a fifth project, The Open Studio Program, which gives teachers, youth, and community people in Washington access to continuing instruction with a graphic artist. The artist also conducts workshops in the Advisory Art Studio.

There are increasing requests for workshops with credit.

The Advisory & Learning Exchange is in a convenient, downtown location, open from 9 a.m. until 10 p.m.

BISHOP SPENCER CENTER
4200 Harewood Road, NE
Washington, D C 20017

Affiliation: Catholic Office of Education, Archdiocese of Washington.

Serves: 85 elementary and 28 secondary schools within Archdiocese. Open to all other interested students, teachers, and administrators.

[illegible] goes on:

1. The Center has functioned primarily as a curriculum materials center, housing 16 mm film collection, and print and nonprint materials which may be borrowed by teachers free of charge.
2. Within the past year, the Center has expanded its activities and is heading in a Teacher/Learning Center direction. We have run a

number of workshops for individual school faculties who want to develop a more individualized approach.
3. We provide facilities for review and evaluation of the latest in print and nonprint materials from all the major publishing companies.
4. We help coordinate the Archdiocesan teacher inservice program.

Funding: Sources to date: Some donations, Catholic Office of Education, schools, ESEA MD. and D.C. grants.

Future plans: Presently investigating affiliation and collaboration with nearby universities and colleges. Need to explore ways of getting teachers involved in activities other than simply borrowing materials, etc.

Publications: First-time publication of resource catalog describing our AV collection and other services, May 1976. "Freebie boxes" containing teacher-made, teacher-tested handouts available.

FLORIDA

BREVARD TEACHING CENTER (BTC)
905 Pineda Street
Cocoa, FL 32922

GOALS Students: Strengthen math skills by emphasizing concrete objects to develop math learning. Encourage an enthusiastic attitude toward math by emphasizing games to reinforce skills. Enhance the self-concept by providing experiences in which students can succeed.

GOALS Teachers: Strengthen math competencies, attitude, and self-concept by using professional growth materials and workshops.

PROGRAM Students: Intensive math learning experience.

PROGRAM Teachers: An on-the-job individualized competency-based inservice program.

FACILITIES: A special center designed to house an entire grade level from two types of schools - open-space and self-contained. Located at Pineda Elementary School, Cocoa, Florida.

OPERATIONAL PROCEDURES: One grade level each six weeks. One-to-one teacher teaming - BTC Lead Teacher and Participating Classroom Teacher. Full day schedule - all subjects taught.
1. Language arts planned and taught by participating teacher;
2. Math planned and taught by participating teacher and lead teacher;
3. Specials (art, music, p.e., library) planned and taught by staff of host school (Pineda);
4. Social studies and science planned by participating teacher and taught by lead teacher.

INSERVICE: During the released time from social studies and science, the participating teacher is involved in individually-selected inservice activities called Learning Activity Packages. These LAPs suggest new ideas which are implemented in the participating teacher's classroom. The permanently installed video tape system enables the participating teacher to evaluate the results with a peer group.

FOLLOW-UP: The lead teacher is available throughout the school year to continue the development of the program with the participating teacher.

COMPETENCY-BASED TEACHER EDUCATION PROGRAM
Florida International University
Miami, FL 33199

Florida International University's Competency-Based Teacher Education Program is housed on the campus and currently has upper division students participating in 17 public elementary schools in Dade County.

The participating schools vary widely in socio-economic make-up, physical plant, and instructional philosophy. Preservice students work with teachers and students in four schools prior to their student teaching experience.

The Division of Childhood Education has an Advisory Committee made up of participants, principals, teachers, and other professionals. Through this group, the Division receives feedback and suggestions for altering the program.

Each professor has developed a series of modules which require students to work with children. In addition to this, each professor works at least 20% of his/her time with the principal and faculty of at least one field center. Tasks of the professors include advisement, supervision of field experience students (not student teachers), demonstration lessons, and inservice training.

PROFESSIONAL RENEWAL CENTER
Office of the Superintendent of Schools
Clearwater, FL 33515

The Professional Renewal Center (PRC) is a major vehicle for implementing mainstream concepts. Regular and special class teachers will receive training in the Center during regular school hours. The PRC provides a laboratory setting designed to model experience-based learning for the teacher.

A prescriptive learning center will be developed in each school participating in the program. The center will be the size of one or more classrooms. It will be staffed by two special teachers who are being retrained as diagnostic and consulting teachers.

Children attending the center for part of each day will participate in a prescriptive learning process coordinated by a team who use the most modern instructional equipment, strategies, and materials available.

THE SOUTHWEST FLORIDA TEACHER EDUCATION CENTER
3308 Canal Street
Fort Myers, FL 33901

Florida Teacher Centers were created by the Florida Legislature in 1973 and resulted from the idea that

1. the knowledge, skill, and attitudes of teachers are the single most important influence schools can have and
2. career long teacher education should be the collaborative effort of school districts, teachers, and universities.

The Southwest Florida Teacher Education Center encompasses six neighboring counties and is governed by a Council made up of teachers, district staff, community, university, and junior college representatives with teachers in the majority. It is funded by school district monies and university resources.

The first goal of the Teacher Education Center was to develop a training needs assessment instrument. This instrument was then administered to the

3,000 teachers served by the Center. Programs were planned and implemented based on the survey results. In addition, training was provided to meet individual, small group, school-based, and program needs for professional and support personnel. The Teacher Education Center also serves as a resource area.

During the year, many regional, county-wide, and school-based programs were planned and/or facilitated by the Teacher Education Center. All inservice opportunities award points for teaching certificate renewals as provided in the Master Plan for Inservice Teacher Education. The University of South Florida and the Southwest Florida Teacher Education Center planned an Education Specialist degree program. Candidates were selected from the Teacher Education Center service area and did a major portion of their work on problems identified by the Teacher Center.

GEORGIA

THE ATLANTA AREA CENTER FOR TEACHERS
c/o Mercer University of Atlanta - 30000 Flowers Road South
Atlanta, GA 30341

The Atlanta Area Center for Teachers (AACT) is a free resource facility serving the needs of teachers, school personnel, and others who are interested in stimulating education experiences.

Never before has this concept been tried in the Atlanta area - a teacher resource center that is run entirely by and for the teachers in our vast metropolitan area. The Center offers the following services:

1. Workshops in all areas of curriculum
2. A resource library on teacher-made games and activities
3. Free materials that have been donated by Atlanta businesses for use in making classroom equipment
4. A free Thinking Atmosphere, i.e., a place to come and do your own thing!

AACT began in the spring of 1974 when the executive committee of the Atlanta Area Teacher Education Service (AATES) commissioned a group of teachers to study the feasibility of establishing a Teacher Center for metropolitan Atlanta. To date, AACT is entirely funded through AATES, a non-profit educational consortium. Two teachers from each of the 11 school systems make up the governing board, which in turn, selects a director and a part-time secretary.

THE CLARKE COUNTY, UNIVERSITY OF GEORGIA TEACHER EDUCATION CENTERS
Athens, GA 30601

The Clarke County Schools and University of Georgia partnership involves three teacher education teams in six elementary schools. Each team is directed by a coordinator and is composed of six to ten university staff members, about sixty undergraduate interns, and the faculties of two elementary school centers.

The goals of the program are partnership governance, personalized learning (for undergraduate interns and inservice teachers), and a team approach to the assessment of teacher competence.

HARRIS COUNTY/COLUMBUS COLLEGE TEACHER CORPS
TRAINING RESOURCES CENTER - P. O. Box 425
Hamilton, GA 31811

The Harris County/Columbus College Teacher Corps School Community Council is operating a training resource center as a vehicle to implement the

Teacher Corps' inservice staff development program. This concept enables all training activities that occur in Harris County schools to be coordinated or conducted by the Center. This concept also enables the Teacher Corps program to develop a sequential and developmental training program to meet the individual training needs of the system's employees, volunteers, interns, and council members. The program also provides opportunities for receiving graduate credit for classroom improvement.

The Center's functions are to:

1. Coordinate all related training activities, including undergraduate courses, graduate courses, non-credit activities, workshops, and professional travel.
2. Individualize and implement related training.
3. Provide on-site training resources.
4. Develop innovative, viable training models.
5. Provide systematic dissemination and feedback to supporting institutions of higher education with suggestions for program modification.

ILLINOIS

AESTHETIC EDUCATION LEARNING CENTER
Illinois State University
Normal, IL 61761

The Aesthetic Education Learning Center is a part of the Core I Program for elementary education majors. Core I is the first semester of a four-semester elementary education program. Core I, the Arts Core, involves faculty from the departments of art, music, theatre, and curriculum and instruction who team-teach. The Arts Core represents about one-third of the on-campus time the future elementary teachers receive in their teacher education program. The Aesthetic Education Center incorporates materials from CEMREL and other sources. Students explore a variety of teaching approaches in the arts and learn to use the arts as a resource for teaching the on-going curriculum. A faculty member from fine arts and a faculty member from curriculum and instruction have shared the responsibility for running the Center. The University has given released time and an operating budget. The Center also serves students and faculty in other education and arts courses. Elementary and secondary students from within the state have visited and participated in the activities of the Center.

EDUCATION RESOURCE CENTER (ERC)
3171 North Halsted
Chicago, IL 60657

The ERC is a resource facility where teachers, parents, and others who work with children can exchange and discover new methods, participate in workshops, and make learning materials.

Center resources include:

1. A growing library of resource books and for learning game models.
2. Useful equipment: laminator, ditto, thermofax, sewing machine.
3. A carpentry shop equipped with power tools.
4. A storehouse of recycleables and hard-to-find materials (spinners, dice, blank playing cards).
5. Space for groups needing a place to meet.

MAINE TOWNSHIP TEACHER LEARNING CENTER (TLC)
2500 Dempster Avenue
Des Plaines, IL 60016

What is it? A place for teachers to come and exchange ideas, make learning games for their classrooms, and attend workshops.

What's Available?

1. A Resource Library-books can be borrowed for a week.
2. Workshop Area-electric saws, drills, drill press, hammers, wood, triwall, etc.
3. Several workrooms containing-poster board in colors, markers, paper cutters, stickers, clock stamp, coin stamp, glue, scissors, etc.--anything needed to make a learning game.
4. Display of games to copy or adapt.
5. Laminating machine, seal press, copier, ditto, transparency maker, and, a mimeograph machine.
6. Two workshops a week on a variety of topics of interest to teachers (and parents).

REGIONAL EDUCATIONAL MEDIA AND INFORMATION SERVICE (REMIS)
of the East Central Counties - Low Prevalence Regional Program
354 W. Main Street - Decatur, IL 62522

Regional Educational Media and Information Service (REMIS) is a service provided by the East Central Counties Low Prevalence Regional Program. The program is one of thirteen Illinois federally funded projects that provide supplementary and supportive services to all children and youths, ages 0-21, who have a low prevalence handicapping condition. The areas of low prevalence handicapping conditions are severe to profound behavioral disorders, severe to profound mental retardation, a significant visual impairment, a significant physical impairment, a significant hearing impairment, or a combination of these conditions.

Through REMIS, information on media, materials, and educational technology focused upon these conditions is available for dissemination to special education personnel and other interested individuals employed within the 14 county region.

REMIS circulates a bi-monthly newsletter. A copy of the REMIS Instructional Materials Catalog (organized according to skill development areas) is located in every public school building and approved educational nonpublic facility housing special education students. Aside from professional books and instructional materials, a satellite Teacher-Made Materials center was established to provide greater access to the REMIS services.

THE SOUTHERN ILLINOIS UNIVERSITY PROFESSIONAL
DEVELOPMENT CENTER
Edwardsville, IL 62026

The Professional Development Center is a center designed to meet the needs of teachers in the field. It is funded by the School of Education at Southern Illinois University at Edwardsville and by the Teacher Corps Project at the institution. The university,working in conjunction with local districts and teacher organizations, set up the PDC to be a responsive inservice education effort.

Based on a needs assessment developed and administered by area teachers, the Center offers instructional activities outside of and in addition to typical graduate course offerings. Time, place, and instructor are negotiated by the districts and the university through Policy Boards organized in each of the districts. Graduate credit is available for all activities offered by the PDC. Teachers, however, can take part in the center at no cost.

STAFF DEVELOPMENT AND RESOURCE CENTER
2107 North Magnolia
Chicago, IL 60614

The major purpose of the Staff Development and Resource Center is to serve as an on-going professional development facility where teachers engage in educational experiences that will be relected in their classroom activities.

Objectives:

1. Exhibit all instructional materials on the Board of Education approved textual and non-textual listings.
2. Facilitate the previewing of new materials both for instructional and staff development purposes.
3. Display and loan selected materials to schools for use in professional growth activities and in the classroom.
4. Provide a forum for both teachers and ancillary staff to exchange ideas and discuss issues related to their respected roles and responsibilities.
5. Provide a setting for professional growth workshops both during and after school hours.
6. Provide curriculum consultants, staff assistants, and resource teachers who are available to assist teachers and administrators.
7. Provide services and assistance to teachers in the preparation of teaching materials.
8. Serve as a liaison between Curriculum Services and community organizations, institutions of higher education, publishers' representatives, and other agencies related to professional development.

TEACHER CENTER SERVICES
The Illinois Office of Education
188 West Randolph - Chicago, IL 60601

The Illinois Office of Education offers services for teacher center development in Illinois through the Area Learning Resource Center Project (ALRC) and the Program Service Teams.

ALRC Project: Thirteen regional teacher resource centers have been established in Illinois to provide information and services to all those working with handicapped children. The ALRC staff provides consultative services, technical assistance, and resource indentification to local school districts involved in developing teacher resource centers. Through the ALRC network of teacher centers, regional centers, learning centers, etc., the Illinois Office of Education provides research information, a professional library, films, video tapes, publications, tests, training packages, microfiche, and access to an information system on media, materials, and educational technology for the handicapped as well as for all other children.

Program Service Teams: Each public school district in Illinois has an assigned consultant as a primary contact with the Illinois Office of Education. The Program Service consultants offer assistance to districts in curriculum development, identification of programs and human resources, writing federal and state programs and staff development planning, and implementation.

TEACHER CURRICULUM WORK CENTER
1400 East 53rd Street
Chicago, IL 60615

The Teacher Curriculum Work Center, located at the Hyde Park YMCA, is a work place for the on-going education and support of practicing teachers and others involved with children. It is a comfortable place with good tools and good ideas close at hand, where people work together making learning materials and exchange ideas. Teachers are encouraged to make their own curriculum materials that will be well suited to their students' needs. It is hoped that parents will join in this effort to enrich a child's educational environment at school and at home.

Workshops and Courses: A regular schedule of workshops is presented at the Center on Saturdays. Courses (sometimes with graduate credit) are offered on week-days after school. The subjects of workshops and courses range from "Structure in an Open Classroom," to "Math Logic Games," to "Cardboard Carpentry." Urban and environmental concerns are dealt with as well as core curriculum subjects, educational philosophy, and research. Sometimes workshops are planned for children and adults to participate together.

Who Comes to the Center? About 150 people come every week. Most of these are Chicago Public School teachers. Many are parents, social workers, and teachers from day-care centers, preschools, private, and alternative schools. Anyone interested in improving the quality of education is invited to use the Center.

Membership: The Teacher Center encourages people to become members by contributing $10 a year. This helps support the Center, and brings members the newsletter, library and special loan privileges, invitations to the annual meeting where the Board of Directors is elected, credit on purchased materials, reduced course fees, and a warm heart.

Institutional memberships for community organizations, parent organizations, and schools are $25, $50, or more.

TEACHER OPERATED TEACHER CENTER TITLE III ESEA
Glenview Community Consolidated District #34
1401 Greenwood Road - Glenview, IL 60025

The goal of the Teacher Operated Center (T.O.C.) is professional growth, as defined and designed by Glenview teachers. The T.O.C. is responsive to teacher requests from the 12 public and private schools in Glenview, involving more than 300 teachers. The center provides an accepting, open atmosphere to these teachers. The T.O.C. staff meets monthly with the Advisory Committee, which includes at least one teacher from each school in Glenview, to discuss requests, plan the calendar, and make budget and procedural decisions.

The T.O.C.'s programs include the following activities and services:

1. Lectures and/or Make'n'Take workshops presented by Glenview teachers and/or out-of-district consultants. Workshops can be after school, on Saturdays, in the evenings, or on released-time.
2. Open workshops - materials and equipment are available for duplication or creation of learning materials by teachers, student-teachers, parents, students, and community groups.
3. Resource collections - learning and interest center examples, suggestions for field trips, ideas and games for reinforcing and teaching skills are available and shared.
4. The T.O.C. Calendar and Newsletter are distributed monthly to all Glenview staff and others.

Because the T.O.C. is currently in its third and final year of federal funding, staff and program modifications are being considered in line with district budget limitations, and outside funding support is also being sought for the 1976-77 year.

THE TEACHERS' CENTER PROJECT
Southern Illinois University
Box 49, Edwardsville, IL 62026

An unusual approach to teacher education is being taken in three Teachers' Centers in the St. Louis area. Rather than offering occasional workshops or the customary inservice type of teacher training, the Centers provide for on-going, collaborative interchange and research by teachers.

The Teachers' Center Project consists of three Teachers' Centers:

1. The St. Louis Area Teachers' Center, New City School, Waterman at Lake, St. Louis, MO 63108,
2. The Belleville Area Teachers' Center, 5800 West Main Street, Belleville, IL 62221,
3. The River Bluffs Teachers' Center, Glen Carbon School, Glen Carbon, IL 62034.

The Teachers' Center Project began in 1972 as an informal get-together of teachers interested in improving what they were doing in their classrooms. It has evolved (with funding from the Louis D. Beaumont Foundation, the National Science Foundation, and the State of Illinois) to the present three Teachers' Centers.

At all three Centers teachers meet informally one afternoon each week. It is hoped that educators involved in the Teachers' Centers will construct a philosophical framework within which to work both intellectually and professionally. To familiarize professionals with developmental research and educational alternatives, the Centers provide a resource library of books, journals, videotapes, and films concerned with children's cognitive development. An additional aspect of the Teachers' Center operation is that the Project sponsors guest lectures and short workshops by nationally and internationally known leaders in mathematics, science, education, and psychology. By bringing together formal researchers and practitioners these events help to close the gap that often exists between the two groups.

All activities of the Teachers' Center are free. Participants range from preschool teachers to university faculty members.

INDIANA

NEW CASTLE/BALL STATE UNIVERSITY TEACHING CENTER
Park View Junior School
New Castle, IN 47362

The New Castle, Indiana, Community Schools/Ball State University Teaching Center began as a pilot project in December 1975. An 8-person committee, equally represented by the two cooperating institutions formulated goals and purposes and also designed an organizational structure for the partnership teaching center. Included in the pilot program were opportunities for field-based preservice experiences for undergraduates and inservice experiences for New Castle teachers.

New Castle agreed to provide space for the center and the Teachers College at Ball State University agreed to provide a part-time staff member to help coordinate Center programs and activities. A decision was made to limit the focus of the pilot teaching center primarily to junior and high

school teachers of social studies, with plans to expand the Center's program in 1976-77. Park View Junior School was chosen as the location for the Center.

During the Center's first 6 months of operation, several groups of undergraduates observed in New Castle schools and visited in the Center. Social studies teachers worked on individual projects and also worked together to improve vertical curriculum coordination in grades 7 through 12. In addition, the Center Coordinator organized several workshops based on requests from the teachers.

Next year plans include the possibility of increased use of the Center for undergraduate students and credit and/or non-credit experiences for teachers. For example, Center teachers will be able to design their own study programs for credit, working directly with a university professor.

KANSAS

TRANSPORTABLE TEACHER TRAINING CENTER
Wabaunsee East USD #330 - Emporia Kansas State College
Teacher Corps Project - Emporia, KS 66801

This rural Kansas project funded by Teacher Corps is a two-year effort to improve educational opportunities for poverty children. The college, community, and school district are collaborating to define and deliver teacher training which meets the criterion of improved student outcomes. By careful documentation, it is hoped that the result will be transportable in the sense that other districts might be visited by the teacher center for a two-year period of intensive staff training. Experience has shown that a college, funded on a credit hour production basis, can economically deliver such services for about two years without outside funding, because staff willingness to support the training falls off rapidly after that in small, rural districts.

The project has a training population of about 60 teachers and teacher aides in the high school and three elementary schools in the district.

The project is being carefully documented through an innovative Project Management Information System. All training decisions are made by representative training advisory groups and are building specific. Extensive basic skill (cognitive and affective) testing will be done at three points in the program, both for needs assessment and longitudinal demonstration strategy validity.

The project is entirely process oriented. The only predetermined aspects of the program are the processes that the participants have and will go through to establish plans and training events.

LOUISIANA

TEACHER RESOURCE SERVICE
904 Orange Street
New Orleans, LA 70130

The Teacher Resource Service (TRS) was established in September 1972 as a response to a need expressed by New Orleans Public School teachers for some central efficient means of obtaining potentially valuable materials thrown away daily by businesses and households. The major goals of the TRS are:

1. To solicit and collect free, recyclable materials that can be used efficiently in the classroom and,
2. To develop ideas and workshops that will give teachers a starting point from which to use the scrounge materials.

The TRS is operated by the Innovative Education Coalition, supported by the Orleans Parish School Board, and assisted by the Council of Jewish Women. The staff currently consists of three full-time and two part-time employees. The TRS is open weekdays and Saturdays to serve the needs of an average of 250 teacher visits monthly.

The TRS, located in the historic Stanley House, consists of an office, a central scrounge warehouse, a resource library, and a workroom. The second floor is divided into areas displaying curriculum materials and learning centers developed from recycled items.

MAINE

TEACHER CORPS
University of Maine
Presque Isle, ME 04769

The Teacher Corps training center for Aroostook County Schools and the University of Maine at Presque Isle is housed in a new school consisting of three pods: Elementary, Junior High School, and Senior High School, which are joined to a resource center. Interns have worked in the schools for two years in a team teaching approach moving freely from team to team and working in all three pods sometime during the two-year training program, regardless of their grade preferences. Interns have developed a personalized program with courses offered at the site and University. A surprisingly large number of teachers from the school district have taken advantage of the inservice courses offered to them and the interns.

Liberal arts courses have been offered as well as professional education courses. Workshops have been developed for teachers working with students having learning problems. There was a great deal of emphasis placed on the development of interpersonal skills as well as on individualization of instruction to provide teachers with skills for working in an open school situation.

MARYLAND

CHARLES COUNTY EDUCATION CENTER
John Hanson Middle School
Waldorf, MD 20601

The Charles County Education Center, a collaborative project between the University of Maryland and the Charles County Board of Education, has been in operation since August 1975. Charles County is a semi-rural county with a large low income and minority population. The Charles County Education Center serves 200 teachers in four schools: a traditional Title I elementary school, an open space middle school, an open space elementary school, and a traditional high school.

The Charles County Education Center attempts to integrate preservice and inservice teacher education. The University of Maryland, College of Education, offers free inservice training, including graduate course work to center teachers. A series of workshops by classroom teachers for classroom teachers is also offered. The Center provides field placements for about 30 pre-kindergarten through twelfth grade student teachers.

The Center is governed collaboratively. Policy is made by a committee of university faculty, central staff administrators, building administrators, public school faculty, student teachers, and community representatives. Day-to-day operating decisions are made by a committee of teacher representatives and building administrators along with the Center Coordinator.

TEACHER EDUCATION CENTER
University of Maryland
5401 Wilkens Avenue - Baltimore, MD 21228

The UMBC/Anne Arundel County, Maryland, Elementary Teacher Education Center is a collaborative arrangement negotiated by the University of Maryland Baltimore County and the Board of Education of the Anne Arundel County Public Schools. The Center is not a building; it is an administrative entity consisting of two types of elementary schools. The Center program consists of a flexible inservice program for teachers and an innovative preservice program for university undergraduates. The inservice program consists of independent study, credit and non-credit workshops, and courses which are scheduled according to teacher need and availability of consultants. The preservice program is designed by groups of teachers and professors to integrate the theoretical and practical aspects of the program. The inservice teacher program is financed through a Center budget provided by the university. This budget is managed by a committee of teachers.

One Center school - Woodside Elementary School in Glen Burnie - consists of self-contained and modified open space classrooms. Most of the faculty teach in teams and some teachers specialize in particular subjects. The school is located in a predominantly white, suburban neighborhood.

The other Center school - Brooklyn Park Elementary School in Brooklyn Park - is a newer open space facility. All faculty teach in teams, and many teachers specialize in either reading/language arts, math, science/social studies. The school draws its students from both white and black suburban communities which successfully participated in a desegregation effort in 1974.

MASSACHUSETTS

CHILDREN'S MUSEUM RESOURCE CENTER
Boston, MA 02130

Recycle: Occupies a portion of the first floor of the Children's Museum Resource Center. It contains a wealth of industrial by-products, surplus, and manufacturers' rejects, all of which can be used as materials for education. Rubber, foam rubber, plastic, styrofoam, wood, metal, paper, cardboard, fabric, lenses, and other materials, in a multitude of sizes, shapes, and colors, can all be obtained in the recycle area.

Materials: Can be obtained in two ways:
1. shoppers may fill grocery bag with materials for $2.50, or
2. groups, such as schools, classrooms, day care centers, Y's, or Scouts may become members for ten months by paying $10. They can then buy bagfulls of materials at half-price.

Workshops: Are held on specific uses of recycled materials in classrooms, day care centers and other educational, and recreational programs.

CURRICULUM RESOURCE LABORATORY
Child Study Department, Tufts University
Medford, MA 02155

Historical Introduction: The Evelyn G. Pitcher Curriculum Resource Laboratory is part of the complex of buildings which comprise the Eliot-Pearson Department of Child Study of Tufts University in Medford, Massachusetts. The laboratory was built in 1975, helped by monetary gifts and pledges from friends and alumni of the Child Study Department.

A grant from the Bureau of Education for the Handicapped, awarded specifically for the department's use in training teachers of special needs children, was received by the summer of 1975. This grant helped purchase curriculum materials which enabled the laboratory to immediately begin serving teachers, students,and children in the University community.

Goals and Philosophy: The Curriculum Laboratory strives to be a place where adults can come together to learn in an environment that stimulates and supports many learning possibilities.

On the basis of his/her experience with children and knowing his/her strengths and weaknesses or special needs, the student-teacher can become acquainted with exciting learning and diagnostic materials or design original materials. These materials are then taken to places where they are most useful. Modification and re-design often take place after use with children. The wood and the tools to shape it, the nails, the fabrics, the sand and the pebbles, and boxes filled with familiar articles, are on hand to challenge, support,and facilitate the development of curriculum experiences appropriate to young children.

Children's first involvements in the real world around them are characterized by the sensory manipulation and exploration of the elements in their environments. Each sense modality brings in specific information. Each exploration of these same elements adds to the child's understanding of that element. Student-teachers at the Curriculum Resource Lab are encouraged to deepen their understanding of the physical world around them in much the same way as they, in turn, will encourage younger students in their growing awareness of the world around them.

Workshops: The Curriculum Laboratory has organized and offered workshops to help meet the needs of teachers and their students.

Curriculum and Materials Development: An increasing amount of effort is now being put into the development of process curriculum units and manipulative materials.

GREATER BOSTON TEACHERS CENTER
131 Mount Auburn Street
Cambridge, MA 02138

The Greater Boston Teachers Center, now in its fourth year, was established as a subsidiary of the National Association of Independent Schools (NAIS) to demonstrate a new method of providing professional opportunities for teachers. The NAIS had sponsored summer workshops on the Integrated Day - or "open education" - which attracted teachers from public and independent schools in almost equal numbers. These four-week sessions were led by head teachers from English primary schools supported by staffs of teachers from the local situation. A primary emphasis in these gatherings was a fresh look at the learning process as seen generally among children and adults, and among the particpaitng teachers in particular. Techniques of curriculum construction, skill development,and evaluation were addressed in relation to a view of learning as a function of experience.

It frequently turned out that teachers who had found much stimulation in this approach to their work received a rude shock when schools opened in the fall. Without a support mechanism of any kind, such teachers soon found themselves isolated and unhappy. There were neither time nor energy enough for a teacher to carry the whole load of change and to convince his/her colleagues as well. The Greater Boston Teachers Center was formed in response to requests for a mechanism that would take a share of that load and, at the same time, offer help and encouragement to those who were making their first steps along the way.

The method chosen to be the basis of our engagement with teachers was - and still is - a combination of on-going workshops with advisory services in classrooms. The workshops are described as on-going to distinguish them from the one-night stand which is commonly seen in other teachers' centers. It was our belief that if a group of 10 to 20 teachers from many backgrounds are to gain maximally from one another as well as from the workshop leader and the materials offered, they should have a series of meetings together extending over six to nine weeks. In the meantime, advisory help could be provided to those who request it, thus creating a two-pronged instrument for reaching the professional concerns of the participants.

INTEGRATED DAY PROGRAM
Amherst, MA 01002

The Integrated Day Program at the School of Education, University of Massachusetts, is a preservice, inservice teachers' center. It functions as a collaborative among several institutions at some, but not all, levels of its operation. School systems, the regional office of the State Department of Education, and other teacher centers serve as decision-making partners in the process of staff development.

Our integrated day program currently consists of several components:

1. The preservice program prepares 40 students each year in a certification program which is competency-based with open education as a set of goals. These students intern in the classrooms of teachers who are in
2. The inservice program. These teachers either take summer workshops, afternoon sessions on-site, or courses at the University in the Integrated Day Program. They share a common vocabulary and a common set of goals with the preservice students. They and the interns are served by
3. Doctoral program students who are taught to be Resource Personnel by our Program faculty. These resource persons visit classrooms once a week, confer with the teaching team, provide curricular ideas and resources, help to coordinate teacher meetings and intern meetings, and respond to needs on the part of the teachers and interns.
4. Other inservice programs include individual arrangements with school systems in which teachers do not receive our interns, but are interested in open classroom concepts. We also serve as consultants.
5. In Touch continues to be an important dissemination and educational device. Subscribers include past and current participants and numerous institutions and individuals interested in competency-based education and open classroom. Contributors to the journal are students, practitioners, professors, and former students interested in theory and practice of the Integrated Day Program.

MICHIGAN

CENTER FOR THE ADVANCED STUDY OF TEACHING AND
LEARNING IN EXCITING SCHOOLS (CASTLES)
987 S. Mill - Plymouth, MI 48170

The Center for the Advanced Study of Teaching and Learning for Exciting Schools (CASTLES) is a new resource for all participants in the school process - teachers, principals, administrators, paraprofessionals, parents, and graduate/undergraduate students. It was established in 1975 under the sponsorship of the Boards of Education of Novi and Plymouth Community School District and also the Wayne County Intermediate School District.

Workshops are offered as requested by teachers. Workshop directors work alongside teachers in the classroom. Curriculum study groups aiming at

dissemination of resources and styles of teaching work out of the Center. Parents and citizens groups are encouraged to join with teachers in many of the workshops and to use all the Center facilities.

THE DETROIT CENTER FOR PROFESSIONAL GROWTH AND DEVELOPMENT
Wayne State University - 469 College of Education
Detroit, MI 48202

Funding: The State Legislature through appropriations included in the State Department of Education budget.

Rationale: The behavior of educational personnel is a major influencing variable which affects the learning process. Providing opportunities which will increase the skills and meet the needs of staff members is one effective way to foster improved pupil learning.

Purpose: The over-all goal of the Center is to raise pupil achievement by providing inservice programs to improve staff competencies and skills in the delivery of educational services to students and by providing supportive functions and services which will contribute to the professional growth of users of the Center.

Components of Program Design:

1. The establishment of both reading and mathematics resource and diagnostic laboratories at Wayne State University.
2. A Field Consultant Service component which will solicit requests for service from individuals, all schools, professional organizations, regions, etc. This is to be the largest, most comprehensive service component and is intended to reach out for a variety of proposals that speak to the pressing, current problems in urban education.
3. The selection of four Detroit schools as Demonstration and Research Centers. An inservice training specialist will be added to the staff of each school to assist the faculty with the analysis and prioritizing of training needs and the delivery of professional growth and development services.

PRESERVICE-INSERVICE CURRICULUM CONSORTIUM
Center Line Public Schools - Detroit Public Schools Region #6
Wayne State University, Detroit, MI 48202

Focus: The focus of the Preservice-Inservice Curriculum Consortium in Center Line, Michigan, and Detroit is to engage Wayne State University education students and classroom teachers in work on inservice curriculum activities.

Model: The consortium model is a network of mini-centers located in schools, and includes the following features:

1. Undergraduate students in Wayne State University's program in Inter-disciplinary Teacher Education are placed with teachers in project schools. These teachers in training (assistant teachers) have had many hours of contact time in schools working with children in tutorial and small group activities prior to their placement with Consortium teachers.
2. One morning per week (about two hours) Consortium teachers meet in an inservice seminar in their schools to work on curriculum and instruction with a service team of consultants from local and intermediate school districts and from the University. During this time the assistant teachers teach lessons planned with the inservice teacher and the University coordinator.
3. The assistant teachers meet in a seminar with local school district, intermediate school district, and Wayne State University consultants after the inservice teachers' seminar to analyze and discuss their teaching experiences.

4. The service team in coordination with the inservice and preservice teachers' goals and objectives facilitates the identification and appropriation of resources from within and outside the school district.
5. Periodically, teachers from the project schools meet collectively after school to share and exchange ideas and information.

The model is designed to provide released time for teachers to work on curriculum related to their own goals and objectives during the day in their own school setting. A team of local, and/or intermediate school district, and university consultants work with inservice and preservice teachers one day a week.

THE MICHIGAN STATE UNIVERSITY-LANSING SCHOOL DISTRICT
TEACHER CENTER
336 Erickson Hall, East Lansing, MI 48824

The Michigan State University-Lansing School District Teacher Center encompasses all of the programs and activities which the two institutions cooperatively support. Included are professional development programs for teachers, preservice and inservice programs channels for mutual exchange of ideas and suggestions,and coordination for a wide variety of experiences for university students.

Funding comes from a variety of sources with both institutions contributing as well as the state and federal government. Some efforts such as undergraduate field experience, require only part of the time of a coordinator to arrange for visits. Others, like the competency-based undergraduate program, require the full time of salaried staff from Michigan State University and Lansing for development, implementation, and evaluation. Still others, such as Teacher Corps, are financed largely through federal funds. A last category, the Teacher Center Inservice Team, as an example, operates entirely on school and university funds.

Governance is provided by the Teacher Center Board which includes teachers named to it by the teachers' association, faculty from the College of Education, parents, and administrators from Lansing and the University.

MINNESOTA

MINNEAPOLIS PUBLIC SCHOOLS/UNIVERSITY OF MINNESOTA TEACHER CENTER
155 Peik Hall
Minneapolis, MN 55455

The MPS/UM Teacher Center was established July 1, 1973,to facilitate the development of services and programs between the College of Education of the University of Minnesota and the Minneapolis Public Schools.

The Center is a brokerage agency for individuals and programs who are seeking interested parties within the other institution. It is a catalytic force for creating new programs and services within or between the two systems. It contains a response system for inservice programs for public school staff. It has the capacity for, and occasionally initiates, an advocacy role on specific issues in education.

Embedded in the Center are a number of federally funded programs which extend and multiply the services of the Center. The Center houses a "satellite teacher center" organization which responds to the inservice, curriculum, and program development needs of Southeast Alternatives faculty, administrators, and community. The SEA program is funded through a grant to the Minneapolis Public Schools from the National Institute of Education (NIE), Experimental Schools Division.

A second "satellite teacher center" was funded under NIE, Local Problem Solving Division, in August 1974. Housed at Folwell Junior High School, the East Area Teacher Center serves four schools which are undergoing program changes as they develop an alternative system of schools.

The third program receives funds from the U.S. Office of Education, Title III-305. The EXCHANGE, organized in the summer of 1974, serves an 18-county area in southeast Minnesota, including the seven county Metropolitan area. The role of the EXCHANGE is to disseminate innovative programs in education to school districts within its service area.

The fourth project was initiated in late May 1975. It is a Cycle X - Teacher Corps project which focuses on the inservice training of public school staff, again with emphasis on the development of alternative programs. The project works with five elementary schools on the north side of Minneapolis. The project is attempting to define a process for extending University programs and staff services to a public school system for specific program goals.

MINNESOTA CENTER FOR SOCIAL RESEARCH
1114 Social Science Bldg., University of Minnesota
Minneapolis, MN 55455

MCSR Purpose: In its pursuit of social scientific knowledge and application of scientific methodology, the Minnesota Center for Social Research (MCSR) conducts and facilitates the following programs:

1. Basic social science research
2. Evaluation and policy-relevant research
3. Consulting between University social scientists and organizations within and outside of the University
4. Workshops and conferences on social science research, knowledge, and methods
5. Training of social science researchers.

Activities: Since its inception, MCSR has been especially active in evaluation and policy-relevant research in health, criminal justice, and education. MCSR studies of particular import include criminal victimization, the adjustment of organ-transplant patients, evaluation of open schools and other innovative school systems, organizational research on halfway houses, and utilization of national health evaluations.

In light of the growing need for social science knowledge and public demand for accountability of social action programs, MCSR is dedicated to promote and conduct quality social science research and evaluation. Drawing upon the resources of the University of Minnesota, MCSR offers the community a professional social research facility through its programs in grant and contract research, social science consulting, workshops and training.

MISSOURI

AESTHETIC EDUCATION LEARNING CENTERS, CEMREL, Inc.
3120 59th Street
St. Louis, MO 63139

If aesthetic education is to become a reality in the nation's schools, some basic changes must be made in teacher education programs in the arts and aesthetics. The Aesthetic Education Learning Centers (AELC) developed by the Aesthetic Education Program at CEMREL meet the needs of both the arts specialist and the general classroom teacher. Specifically, the Centers:

1. Generate new programs for teacher education in aesthetic education

2. Provide a facility and materials which are flexible enough so that teacher education programs in aesthetic education can be designed and implemented.
3. Provide an environment for aesthetic learning to both teachers and students.
4. Provide a population and space for the testing of instructional materials developed by the Aesthetic Education Program.
5. Generate methods for utilizing CEMREL's aesthetic education teacher materials.
6. Develop linkswith other appropriate resource materials.

AELC is a modular environment and a curriculum library emphasizing aesthetic education. The modular components of the Centers were carefully planned for multi-media capability and to provide an example of what an aesthetic learning environment might be.

The Aesthetic Education Learning Centers are linked through a network called the Aesthetic Education Group. The Group includes school personnel, teacher education agencies, arts organizations, community service agencies, state departments of education, and others interested in working together to improve the teaching of aesthetic education in the nation's schools. The Centers are in Centerport, Long Island; New York City; Harrisburg, Pennsylvania; Memphis, Tennessee; Normal, Illinois; Oklahoma City, Oklahoma; Jefferson County, Colorado; Oakland and Antioch, California; and St. Louis, Missouri. A Center will open in Washington, D.C. in the fall, 1976.

THE LEARNING EXCHANGE
2720 Walnut
Kansas City, MO 64108

The Learning Exchange is:

1. A not-for profit community resource center.
2. A place to examine practices and materials.
3. A place to find support for increasing responsibility for one's individual classroom...its materials and its operational patterns.
4. A place to continue or re-establish oneself as a learner and a knower of oneself.
5. A catalyst between the traditional and non-traditional.
6. A channel for exploring the future of education and of our community.

The Learning Exchange offers:

1. 10,000 square feet of workspace and ideas for making inexpensive tools for effective and personalized learning.
2. Workshops, college credit courses, staff consultation, and contact with other educators that help the teacher learn at an adult level and build confidence in his or her abilities to develop more integrated classroom learning.
3. Programs that are based on community needs and resources and will benefit the Greater Kansas City Area Education community.

Our Governing Body: Our Board of Directors is a group of business people dedicated to the growth and financial support of the Exchange. The Board helps the Exchange meet its budget each year. Committed to the Exchange's real and potential involvement in Kansas City's educational community, the Board invites interested individuals and groups to the Exchange, advises the staff about program development, and objectively reviews long-range goals for the Exchange.

NEBRASKA

LINCOLN, NEBRASKA, PUBLIC SCHOOLS
Box 82889
Lincoln, NB 68501

The Lincoln Public Schools do not operate a teacher center as conventionally described in the literature. It is the philosophy of the district that the focus of control for instruction-related matters should be at the individual building level. The central office provides recommendations and acts as a support service to the building operation. Curriculum specialists do not exercise a supervisory or directive function, but are assigned to identify the characteristics of an effective program and to assist buildings in formulating and implementing programs on request. In this context, staff development efforts are heavily decentralized. Each building is encouraged to assess needs, identify areas of concern, establish methods of dealing with those areas, carry out curriculum improvement or staff development efforts focused on the concerns, and maintain continuous evaluation of the programs. In a sense, each individual building becomes its own teacher center, since one of the requirements for the submission of a building staff development plan is that teachers are integrally involved in the planning. A large proportion of all staff development activities in the district, whether building or district-initiated, are planned and conducted by teachers.

One junior high school is the site of a Teacher Corps project. This school operates within the same district context as the other schools, but involves the University integrally, makes use of district facilities, plans independently for its own needs, and is working toward identified teacher competencies within the environment of its own school.

NEW HAMPSHIRE

RESOURCE CENTER FOR INDIVIDUALIZED INSTRUCTION
Notre Dame College -2321 Elm Street
Manchester, NH 03104

Purpose: To complement the existing Master of Education degree programs in individualization, reading, and learning disabilities and to form mutually beneficial links with school districts, colleges, other teacher centers, and national groups.

Workshops and off campus and on campus courses: Individualization; Creativity in the Classroom; Make-it, Take-it; Individually Guided Motivation; Changing Principal's Role; Peer Observation Cycle; Record Keeping; Advisor-Advisee and Learning Styles; Objective-Based Curriculum Development.

"Teacher Center": 4 rooms over library to serve as meeting room, work areas, library of resource materials - commercial and teacher-made; resource people lists; publisher of News Bulletin announcing workshops, seminars.

Cost: The financing of these activities may be:

1. Subscription cost for district: $600 for 6 workshops plus other services.
2. District pays part, participant pays part
3. Participant pays whole
4. If Master of Education credits are desired, special arrangements may be made by paying an additional fee to the college for credits.

NEW JERSEY

EDUCATIONAL IMPROVEMENT CENTER OF NORTHWEST NEW JERSEY
Halko Drive
Cedar Knolls, NJ 07927

Mission: The Educational Improvement Center of Northwest New Jersey (EIC-NW) was organized to provide a research and development resource center for the six counties of northwest New Jersey. Inherent in the realization of the establishment of EIC-NNJ is the systematic application of information retrieval, planning and design, evaluation, and dissemination and diffusion.

Continuing Goals: To make available to the educational systems in the six counties research and development services.

To research and develop those processes, products, and resources needed by the educational systems.

To cooperate with the New Jersey State Education Agency (NJSEA) for the delivery of those research and development activities which will facilitate the accomplishment of the missions of the NJSEA and the Educational Improvement Center of Northwest New Jersey.

NEW MEXICO

THE LEARNING CENTER AT SANTA FE
Box 2606
Santa Fe, NM 87501

The Learning Center at Santa Fe, a non-profit group forming a Teacher Center for the Southwest area, offers the following services to teachers, schools, and school districts:

1. Workshops in mathematics, language arts including reading, creative writing, science, music, art, social studies with an emphasis on environmental education, the use of the city as a classroom, or the area surrounding the school.
2. Workshops on setting up an activities oriented classroom, evaluation and record keeping, creating curriculum appropriate to the children in the school.
3. Workshops on the Integrated Day and the Open Classroom, philosophy, physical set-up, curriculum, daily routine, record keeping, and evaluation.
4. Workshops in cardboard carpentry, simple classroom photography, use of video equipment with children.
5. Workshops specifically aimed at the middle school child's special needs with the activities oriented curriculum as well as the skills.
6. Consulting on curriculum presently being used, ways to integrate activities into more standard textbook approaches, creative use of text materials.

The services of the Learning Center are available in the school or in the Center in historic Santa Fe. We also offer courses for graduate credit at the Center. Out-of-state participants must pay out-of-state fees for credit. Boarding is available for the summer sessions.

NEW YORK

BILINGUAL/BICULTURAL RESOURCE AND TRAINING CENTER
Salisbury Center, Valentine Road and the Plain Road
Westbury, NY 11590

The Board of Cooperative Educational Services of Nassau County (BOCES), Long Island, is a public educational agency serving 56 independent school

districts. The Bilingual/Bicultural Resource and Training Center projects, funded under ESEA Title VII is designed to:

1. Train bilingual teachers and aides in the latest instructional techniques.
2. Operate a resource center that provides bilingual educators (or any other interested parties) with instructional and curriculum materials at all levels of instruction, prekindergarten - grade 12, in four languages: English, Spanish, Italian and Portuguese.
3. Conduct workshops and inservice courses in all areas of curriculum and bilingual education.
4. Provide pupil personnel and community services to teachers and parents, as well as harness available human resources and bring them to bear on the educational process.
5. Act as an agent in the design of research and evaluation programs by assisting in the selection of standardized tests, development of bilingual instrumentation and implementation of teaching objectives.

The Resource Center staff, whose members are fully bilingual, includes specialists in all areas of curriculum, as well as guidance, psychological services,and social work. Training is conducted not only at the Resource Center itself, but at designated field locations throughout Nassau County. The Resource Center facility houses a collection of nearly 5,000 items which includes textual material in foreign languages, magazines, newspapers, and publications, and instructional materials suitable for a variety of classroom settings. The Center also maintains an excellent collection of teacher resource books and a display of teacher-made materials.

COLLEGE LEARNING LABORATORY
State University College at Buffalo - 1300 Elmwood Avenue
Buffalo, NY 14222

Individualized Instruction: In September, 1974 the College Learning Laboratory (CLL) adopted an open education format in order to promote multifaceted, individualized instruction. The 340 non-handicapped pupils (N-8) are grouped in five clusters. The pupil population is selected by lottery with age, sex,and specified handicapping condition the only criteria considered. Once selected, each pupil may continue in the CLL program until completed or withdraw through mutual agreement. Each cluster (equivalent of two grade levels) is staffed by a team of three teachers.

A diagnostic/prescriptive team complements the efforts of the cluster teachers by providing specialist services for limited numbers of pupils on a referral basis.

An opportunity is provided for teachers from other schools to learn more about open education through the Teaching Learning Center which is located within the CLL and operated in conjunction with CLL clusters.

Handicapped Education: In support of the College's extensive program of Exceptional Children's Education, the College Learning Laboratory enrolls a large population (100) of handicapped children, especially mentally retarded youngsters. For the first time, 13 mentally retarded children are mainstreamed full-time in the clusters. Another 13 attend half-time.

Teacher Education: The five million dollar College Learning Laboratory, built in 1967,is designed to facilitate teacher education.

At the graduate level, about five students per semester serve as graduate assistants in a variety of roles (research, testing, mainstreaming, etc.).

Research and Development: The CLL serves as a site for 35 studies conducted by students and faculty from the College and from our sister institution, State University of New York at Buffalo.

THE COLLEGE OF SAINT ROSE - CSR/BKW TEACHER CENTER
432 Western Avenue
Albany, NY 12203

The College of Saint Rose and the Berne-Knox-Westerlo School District, a rural school district, are in the process of planning a responsive-free partnership Teaching Center for Pre and Inservice Utilization. The plan involves placement of student teachers and the establishment of a teacher center in the district. The center will be a meeting place for teacher-requested seminars, workshops, informal discussion, consultation, and dissemination of materials designed to advance the knowledge of practicing professionals.

A goal of the Teacher Center is to develop a model for inservice education for teachers in rural school districts. The rural school district is especially vulnerable to lack of continuing education services and interaction with teacher training institutions. Another goal is to study the effects of a teacher center on school personnel and pupils.

CREATIVE TEACHING WORKSHOP
115 Spring Street
New York, NY 10012

Experiential Systems, Inc. (ESI) is a private not-for-profit corporation which includes the Creative Teaching Workshop (CTW) and other projects. In the past eight years ESI/CTW has received over three-quarters of a million dollars in funding from the Educational Development Center in Newton, Massachusetts, Exxon Corporation, Carnegie Corporation, the Office of Child Development (HEW), and the New York City Board of Education.

Programs:

1. Groups of elementary and preschool educators (parents, principals, directors, teachers) from public, parochial, and independent schools come to CTW for daytime inservice sessions (single or series) tailored to the groups' needs. These are adult-level learning experiences in environmental science, math, photography, creative arts, language; or workshops in classroom organization and provisioning, design of school resource centers, and design of classroom apparatus.
2. Educators and parents come as individuals to single workshops or series on similar topics.
3. CTW staff visit schools to advise teachers in their classrooms or in school learning centers designed by CTW, and to catalyze and facilitate whole-staff collaboration for whole-school renewal.
4. Ten to twenty principals of New York schools meet regularly at CTW to develop skills in problem solving. The school is posed as a study problem and each principal uses his/her leadership skills to meet the difficulties of change.

LEARNING CENTER
Room 218 P.S. 163
163 West 97th Street - New York, NY 10025

The Learning Center is an innovative educational venture, sponsored and funded by Fordham University and Community School District #3 of Manhattan. Its objective is to broaden the skills of preservice teachers, inservice teachers, and the auxiliary adults who work with urban children. It is accomplished through a full schedule of workshops, given in two Learning Center field locations. The Learning Center staff also initiates workshops in a variety of curricula areas within individual schools.

The 23 elementary schools in District #3 extend from 59th Street to 125th Street on Manhattan's West Side. The majority of the children are poor,

although the population boasts a rich variety of ethnic and racial groups. The establishment of the Learning Center in September 1973 grew out of ongoing experience and discussion between the University and the District directed toward several questions:

1. How can we provide a medium for helping less experienced teachers become more effective in their work?
2. How can we act as a catalyst for breaking down the isolation of the individual teacher and involving teachers in cooperative and mutually supportive dialogue?
3. How can we help paraprofessionals develop their own competence, and at the same time help classroom teachers work more productively with their paraprofessional colleagues?
4. In a period marked by calls for radical educational change, how can we provide a supportive impetus for self-evaluation and retraining to teachers who are still comfortable with more traditional methods?
5. In a community where parents do participate actively and vocally in school affairs, how can we gain the support and cooperation of parents, so that school and community can work together to effect needed change and improvement?

PAF ARTS-IN-EDUCATION & AESTHETIC EDUCATION CENTER
97 Little Neck Road
Centerport, NY 11721

The Performing Arts Foundation (PAF) of Long Island is a multi-faceted professional (Equity-LORT) organization. Its activities include PAF PLAYHOUSE, a year-round regional theatre, a Theatre Institute, and this Center, the headquarters of PAF's Arts-in-Education Program. PAF is the only survivor from the original ESEA Title III theatre projects and was called the PACE Project from 1966-1970.

The AIE Center provides the Company with a Green Room, rehearsal room, and the administrative office of the AIE Program. The Center is also a CEMREL Aesthetic Education Center. It is equipped with CEMREL learning materials, spacemodules, tables etc. The Center is building an arts-in-education, aesthetic education and theatre library, including the PAF archives. Our program includes Teacher-to-Teacher Workshops which cross district lines.

Activities of the Center include CEMREL Workshops, PAF Workshops, Creative Classroom I & II, Children's Theatre Workshops, Acting for Teens, Mini and Movement Workshops, Primitive Movement Workshops, Meetings, Mini-conferences, AIE Company Training Period, Rehearsals, etc.

PRE-KINDERGARTEN FOLLOW-UP CENTER
Clinton School, 606 Lodi Street
Syracuse, NY 13203

The Syracuse Pre-Kindergarten Follow-Up Center serves as a resource center for teachers and parents. Its purpose is to support and assist teachers in their efforts to provide optional learning environments while individualizing instruction. Workshops and inservice training programs are offered focusing primarily on the needs and interests of pre-k through 3rd grade children.

Each month the Center focuses on a different content area in relation to the child as the learner. Programs are prepared on the particular topic of the month as are learning bulletin boards, relevant materials, and an example of a classroom learning center. These ideas serve as stimuli which teachers expand and vary to meet the needs of their students.

In addition to planned programs, the Follow-up Center offers current professional films, books and articles, classroom materials designed to stimulate independent thinking and cognitive growth through positive concrete

experiences, and a variety of recycle materials for "making and taking." The program is sponsored by the New York Experimental Pre-Kindergarten Programs.

THE RESEARCH AND DEMONSTRATION CENTER
State University College at Potsdam
Potsdam, NY 13676

The Research and Demonstration Center functions as a teaching center concerned with the total educational process: the children, the teachers, the parents, and the community.

Prospective teachers, public schools, and conference and workshop groups are afforded "on site" training in the techniques and models of child-centered education.

Our major function is the preparation of teachers for elementary and early secondary schools by providing students with a facility in which they may observe and demonstrate competencies in educational programs and techniques. In addition, our facility is used for independent studies and research projects by students preparing for careers in the helping professions.

Our second function is quality education for children. As an educational facility for children, our objective is to provide each child with an environment to foster confidence, responsibility, independence, and a respect for self and others. Concurrently, it is our objective to equip each child with the basic skills and tools of knowledge necessary to deal with life.

Our third function is service to the area schools and colleges, through demonstration of innovative educational techniques, dissemination of ideas and materials, and shared resources.

THE RESOURCE CENTER FOR EARLY CHILDHOOD
71 Baker Hill Road
Great Neck, NY 11020

The Center staff works with parents, teachers, and classroom aides, showing them new ways to create, out of simple, inexpensive objects, learning games that children enjoy playing. The staff guides people through activities in all curriculum areas enabling them to experience these in the same way children do.

The Resource Center maintains an extensive library of books and documents about young children and their learning and a vast reservoir of commercial and teacher/parent made games, science equipment, math manipulatives, and children's books.

The Resource Center staff moves out into the schools and communities of 14 districts in Nassau County. They travel with consultants and materials to cooperating districts providing inservice training for teachers and aides in the primary grades prekindergarten through three. Workshops and in-depth training are done in-district to meet the expressed needs of each school.

TEACHER CENTERS: THE BUFFALO APPROACH
State University College at Buffalo
1300 Elmwood Avenue - Beacon Hall 117 - Buffalo, NY 14222

The Buffalo Teacher Corps demonstration "teacher centers" are inner city schools in which teachers implement inservice instruction. We have received strong feedback from the teachers with whom we have been working that this "individual faculty" approach to inservice instruction makes most sense to them. Furthermore, we have found that instructing a faculty

as a group within its own school strongly encourages:

1. The use of skills that are acquired in line with the instruction,
2. An increase in teaming efforts within the participating schools,
3. An increase in the openness of interpersonal climate within the school.

Other key features of the Buffalo program design are the manner in which we begin to work with a particular school and the way in which we reinforce the instructional leadership role of the principal. First, the school principal and faculty must decide that they definitely want to work with us. The principal also must agree to be pre-trained and to become an instructional partner with college staff in the delivery of instruction to teachers in his/her school.

Prerequisite to the effective implementation of these inservice demonstration efforts is the existence of well-developed learning packages that contain specific objectives, relevant learning activities, and performance based assessments. Furthermore, it is necessary to have appropriate equipment and materials in the school buildings where instruction is to take place.

A TEACHER INITIATED SCIENCE WORKROOM IN A HARLEM
N Y ELEMENTARY PUBLIC SCHOOL - 305 E. 40th Street
New York, NY 10016

Our science workroom was a classroom that was not being used. We set it up to encourage teachers and children to try science activities that they were not doing in their classrooms.

Thus far, the teachers have volunteered their free time to attend three hour-long workshops. We have concentrated on activities that require minimal materials and pre-preparation. Once the teachers are familiar with some activities that can be carried out in the room, they sign up and take their classes to the room.

Work that children do in the room may be displayed for other classes to see and, of course, it may be taken back to the classrooms.

THE TEACHER'S CENTER
Bay Shore Junior High School
Bay Shore, NY 11705

Since 1971 the Bay Shore Public Schools and Stony Brook University have been developing a unique in-day staff development program, the Teacher Center. The Center, based on the English model of "teachers teaching teachers" evolved out of the expressed staff development needs of teachers and administrators at Bay Shore Junior High School. At present, the Center offers daily inservice workshops on professional topics including the improvement of instructional skills, values education, career education, sexism, and environment and future studies. We have achieved national recognition with articles describing the Center featured in the recently released Agathon Press book Supporting the Learning Teacher, and Phi Delta Kappan (April 1974). Another article describing the Center will be featured in the New York State Education Department's Inside Education this spring. The Center staff has also been instrumental in communicating this new concept in inservice education to other districts and universities throughout the country and in England.

UNDERGRADUATE URBAN TEACHER EDUCATION PROGRAM
McKinley School, 245 South Shore Blvd.
Lackawanna, NY 14218

Liberal arts students interested in Urban Education were invited to make

application for a unique teacher education program leading toward a B.S. in Elementary Education with certification to teach Grades N-6. As part of the regular elementary education curriculum leading to a B.S. degree, the program featured off-campus, field education with courses being taught by college faculty in the City of Lackawanna.

During the first semester of this program beginning with the junior year, college students became involved in experiences arranged to provide a psychological and social awareness of the needs of children. Community agencies were a major source of field activities. During the semester, students served as teacher aides for ten hours each week to gain insight into problems and skills needed in urban classrooms.

The second semester featured on-site experiences related to the teaching of language arts, reading, social studies, science, and math. This semester featured demonstration teaching by college faculty, teaching of small groups of children ten hours per week, and continued involvement in the community.

For students who had successfully met behavioral criteria, full-time student teaching occupied the third semester of the program. They were assisted in this semester by a student aide and a student teacher assistant under the aegis of a lead teacher.

During the last semester of the senior year, college students completed their degree requirements at the college.

WEST GENESSEE/MARCELLUS/SYRACUSE UNIVERSITY
TEACHING CENTER
Syracuse, NY 13210

Who? Syracuse University School of Education
West Genessee Public Schools
Marcellus Public Schools

Why? Mutual help in the improvement of teaching, along the continuum of preservice and inservice training and beyond.

What? Preservice: About 150 students a year from various program sequences, joint decisions in determining exit requirements (influencing both campus courses and field experiences), in assessment of student performance, in drawing up individual student programs, and in design and teaching of many workshops and seminars. Teachers trained as supervisors. Teachers trained in current educational theory and practice.

Inservice: Workshops, courses, minicourses, open to all teachers (may be designed and/or taught by teachers); consultants; independent study; projects of all lengths and varieties; resource center; sharing teacher-teacher, teacher-professor; conference participation; work with preservice; release time for professional visits.

Beyond: Research base; parents welcomed to all inservice activities; open meetings with visiting leaders in education; clearing house for needs offerings; suggestions.

How? Directing Council representing all constituents. Center staff (coordinator, assistant coordinator, secretary) paid by schools and university.

Where? Physically, Center offices in one school. Philosophically, mainly in 5 participating schools and in Division of Teacher Education, but spreading through districts and School of Education.

WORKSHOP CENTER FOR OPEN EDUCATION
City College - Convent Avenue and 140th Street
New York, NY 10031

The Workshop Center for Open Education was organized for all those concerned with trying to create school settings and relationships that would support children's active learning process. It was concerned with creating a welcoming facility where those trying changes would be able to exchange and interact with each other - a facility for beginners, for independent workers, for experienced teachers. The Center has shared its resources with students, teachers, parents, principals, and children. Some participants simply use the place and materials, working on their own without a preconceived purpose; others need to consult with staff to gain confirmation of what they have done or suggestions for future work. Some may attend scheduled sessions in math, science, or language, to reorder their store of content or to explore new possibilities in these basic areas; others may join a study of questions relating to language development or a discussion of the issue of accountability in reading performance. Some discover in new companionship and shared experience the kind of support that relieves their anxiety about change; others find relaxation and renewal in participating in dance, photography, and conversation.

Most of all, the workshop experience gives participants a chance to rediscover their own way of learning and encourages them to be reflective about it. Reflecting on their own learning process helps the participants once more to trust the learning process in a child. Similarly, in pursuing the details of their own work at the Workshop, the participants once more grasp the significance of the detail that goes into a child's effort. By being given the opportunity and time to pursue the details of a piece of learning, those who participate in workshops illuminate the depths of their own capacity. The parallels with children in the classroom are clear.

Finally, many workshop sessions serve the very practical purpose of filling in gaps in participants' knowledge, by assisting them to construct for themselves richer pools of curricular resources.

NORTH CAROLINA

PROJECT SCHOOLS PROGRAM
201 Peabody Hall - University of North Carolina
Chapel Hill, NC 27514

During the 1973-74 school year, members of several school systems and the School of Education at the University of North Carolina entered into discussions concerning the preparation of teachers, and ways to improve the instruction of public school pupils. All institutions realized that several of the factors in improving the instruction of public school pupils were the sharing of resources between institutions, establishing more direct communications between public school classroom teachers and University faculty, and participating in the preparation of teachers at the preservice and inservice levels of teacher education. The members from all institutions agreed that such an endeavor would require careful planning and consideration to define the purpose and operation of any eventual public and University program. The members further agreed that University faculty, public school classroom teachers, and principals should actively participate in the development of any such program.

THE TEACHING CENTERS
Appalachian State University
Boone, NC 28607

The Teaching Center program at Appalachian State University can best be described as a network of consortia. Each consortium consists of a

number of public school systems working together in a regional setting with personnel from Appalachian State University. Each center has the opportunity to develop its own characteristics according to the particular geographical, professional, and personal needs of the people that it services. It is the desire of both the University and the public schools that the Center serve more than just the needs of teachers. Anyone involved in the instructional process of children will use the resources and facilities of the Center for their own professional growth and development. In addition, each Center operates on six premises.

1. More effective placements for preservice experiences.
2. The Center works with a number of school systems in a needs assessment relationship.
3. The Center is in the unique position of preventing the constant reinvention of the wheel by identifying promising practices and programs that exist in schools and its regions and making that information available to all other schools.
4. The Centers act as coordinating agencies for identifying practicing teachers to assist the University in its own curriculum development.
5. Any evaluation process needs to have a follow up mechanism. The Centers by their physical location are materially beneficial in follow up studies of graduates.
6. The undergirding basis for the consortiual network is improved communication and cooperation between university and public school system.

OHIO

CLEVELAND PUBLIC SCHOOLS/BALDWIN-WALLACE COLLEGE
TEACHER CORPS - 10600 Quincy Avenue, Room 322
Cleveland, OH 44106

The Cleveland Public Schools/Baldwin-Wallace College Teacher Corps is based on the Training Complex Design thrust. Interns have been placed in two elementary schools, one of which has a predominantly Black student population and the other has an Appalachian and Puerto Rican student population. The academic training emphasis is in the area of reading.

Sixty percent of the course work for principals, teachers, and interns is taught at the school site by the Program Development Specialist (PDS). The PDS conducts demonstrations for teachers on-site with an emphasis on a diagnostic-prescriptive approach to reading. Teachers and interns are released during the school day through the use of substitutes provided by the Cleveland Center for Educational Personnel Development for field trips special training (ISTP) and diagnostic-prescriptive work with individual children. The parents basically operate a Teacher Corps Center for YTY in each school with the interns serving as resource and advisory personnel. All parents involved in the Center are eligible for enrollment at Cuyahoga Community College to earn academic credit while upgrading basic skill areas.

VELDA B. CARVER TEACHER EDUCATION CENTER
The University of Toledo
Toledo, OH 43606

The basic strategy of the Toledo program is to implement the Ohio Model Competency-Based Teacher Education program (CBTE) and its concomitant program of Individually Guided Education and Multi-unit Schools (IGE/MUS) for the school systems in which the teacher education program will operate. This massive approach to preservice and inservice education development is a complex type of educational renewal for all persons involved with the effort.

The Velda B. Carver Teacher Education Center provides a preservice program to education prospective elementary teachers, using a CBTE approach. Such efforts require the restructuring of classroom roles, by introducing differentiated staffing, team planning, instructional programming for the individual student, shared decision-making, and open communication. The Teacher Education Center cooperates with persons from school systems, universities and colleges, county schools offices, and state, national, and private organizations. The general strategy developed for the Center has resulted in an acceleration of CBTE operations with undergraduate students in the professional portions of their program, staff inservice development of educational modules for the CBTE educational system, creation and operation of a managment system for the CBTE system, and accompanying evaluation efforts.

OKLAHOMA

TEAM - TEACHER EDUCATION ACTIVITIES FOR MAINSTREAMING
Oklahoma Baptist University
Shawnee, OK 74801

The specific purpose of the program is to develop trained educators for regular classroom activities in the grades K thru 3 who can be effective in the education of handicapped students as well as regular students. This purpose will be accomplished by retraining university/college personnel, restructuring the elementary teacher education courses at OBU, retraining of regular classroom teachers, training of elementary teacher education students, and developing conjunctive relationship with LEA's and state higher education institutions. Teachers and students will be trained in identifying and providing instruction in the regular classroom for the following handicap areas: educable mentally handicapped, perceptually handicapped, learning disabilities, speech impaired, emotionally disturbed,and visually impaired. The impact of this program will be reflected by diminishing the number of teachers needing to be retrained each year and increase concomitantly the number of personnel qualified to train regular classroom teachers. The real impact - the handicapped students helped by this program - cannot be measured in dollars and cents.

During the first year of the program, coordination of the activities has been thoroughly planned and implemented; evaluative techniques and instruments have been developed; four courses have been restructured and one course has been developed; the university faculty have attended an instructional seminar on writing behavioral objectives, six instructional seminars on handicap areas, and two instructional workshops on developing program goals and objectives; all elementary principals in a three-county area have been brought to campus to conduct instructional seminars; and consultation has been provided for Oklahoma Baptist University faculty in restructuring courses.

OREGON

AN INTEGRATED TEACHING CENTER
Multnomah County I.E.D. - P.O. Box 16657
Portland, OR 97233

The teaching center actually consists of two components, each operating independently, but ultimately tied together by a consistent learning model and conceptual framework. The components could be identified as:

1. A comprehensive inservice model for teachers and
2. A learning complex for students.

The comprehensive inservice model consists of five phases of growth experiences for teachers that identify the developmental processes in a

general learning sequence. The model is based on experiential, rather than purely theoretical, activities. That is, the participants are exposed to teaching situations with their own students to focus more closely on the nature of the teaching-learning act.

The learning complex for students is based on the same general learning sequence as the inservice model. All instructional materials are organized and used with respect to this learning sequence. Thus far, besides facilitating the organization of materials, this process has exposed areas in which instructional materials are deficient, thus outlining areas for curriculum development.

Besides organizing activities to correspond with the stages of learning, we are now in the process of identifying the generic behaviors that characterize the learner/teacher at each stage of the learning sequence.

The students play a significant role in the function of the complex, acquiring a more active part in determining what is learned, how it is learned, and how such learning is measured.

PORTLAND CONSORTIUM TRAINING COMPLEX
Box 751
Portland, OR 07236

Program Characteristics:

1. The Training Complex consists of all grade levels at Woodlawn Elementary School.
2. The Training Complex is a training site with adequate resources where preservice and inservice activities are carried out in conjunction with the implementation of a regular school program.
3. Instructional programs for public school students, interns, teachers, aides, and other staff are based on an on-going needs assessment.
4. There is coordination of the diverse resources with the school, university, community, district, and professional association.
5. Teacher education programs are designed to reflect a continuum from preservice education to continued career-professional development.
6. Program development, implementation, and evaluation take place within a collaborative decision making structure in which teachers, community, university, and district are represented.
7. The program focus for the training complex is 1) the improvement of classroom instruction through the development of teaching skills and 2) the training of teachers to assume supervisory and teacher trainer roles in their classrooms.
8. The management of a trainee complex is an integral part of the operation of the school.

PENNSYLVANIA

THE ADVISORY CENTER
Coulter and Morris Streets
Philadelphia, PA 19144

The Advisory Center is a resource, supported by the Department of Curriculum and Instruction and Project Follow Through, and is available to all teachers, aides, parents, and administrators in the Philadephia School District. Our center has these resources:

1. A library
2. A darkroom
3. An arts and crafts area
4. Displays of games and learning aids for math and languages arts

5. A plentiful supply of recycled materials and industrial scrap useful for classroom projects
6. A workshop where you can make lightweight classroom furniture and small wooden games and learning aids
7. A room for ceramics
8. Displays of science equipment and activities.

In addition to general facilities, we offer workshops and training sessions for parents and teachers. These events are listed in our newsletter which is published every six weeks.

COMMUNITY EDUCATION CENTER
3500 Lancaster Avenue
Philadelphia, PA 19104

The Community Education Center (CEC) is Philadelphia's youngest Teacher Center and is a unique example of cooperation between the community and the School District.

The Center grew out of the efforts of people who lived and worked in a seven-school inner city area. The founding group felt that parents in their area did not understand or support current teaching approaches and curriculum and that they visited their schools infrequently. At the same time the group was aware that few opportunities for inservice for teachers or for education for adults existed in the area. They decided to create a place where teachers and parents could meet in a common learning situation, where they could see themselves as a community of learners.

As the founding group was successful in raising funds, creating a program, and attracting clientele, the School District added its support by providing some staff and material and by locating the Tenth Cycle Teacher Corps project in the CEC site. This was particularly appropriate since Teacher Corps is presently interested in retraining teachers; it has always, of course, had a strong committment to community involvement. Increased support - materials, staff, workshop leaders - came as Teacher Corp's contribution to the Center.

THE PHILADELPHIA TEACHER-PARENT CENTER
at the Durham Child Development Center
16th & Lombard Streets, Philadelphia, PA 19146

The Durham Teacher-Parent Center is a Title I-funded, voluntary inservice education facility of the Learning Centers Project of the Philadelphia School District. The staff consists of experienced classroom teachers, curriculum specialists, and design consultants. They serve teachers, parents, resource people, and other adults involved with the educational growth of children in Title I funded Schools. The Center offers "released time" all day workshops and voluntary after school and weekend activities designed to meet the needs of the participants. On occasion the Center carries its services directly to schools via on-site workshops for space planning or triwall furniture and classroom equipment construction. Arrangements can be made for groups as large as 25 people to come to the Teacher-Parent Center to explore unique instructional materials, experiment with different approaches to teaching basic skills, discover new curriculum ideas, and make classroom furniture and equipment.

An average of 80 people a week use the Center's resources which include a carpentry shop, a mathematics laboratory, a system of shoe-box labs, a space planning consultation service, a language arts and creative writing center, and a collection of early childhood materials. The recycling program provides a steady supply of assorted industrial scrap and cast-off household items for conversion to teaching aids.

THE WAYS AND MEANING PLACE AT BOAS SCHOOL
260 Forster Street
Harrisburg, PA 17102

The Ways and Meaning Place at Boas School is a multi-service Aesthetic Education Learning Center seeking to stimulate interest, confidence, and competence in the ways experiences in the arts can serve to enrich the lives of people of all ages, talents, and backgrounds.

In an elementary school no longer needed as a conventional school is clustered a group of educational and governmental agencies who traditionally have been disassociated. These programs are working together sharing both space and selected program activities. Components of the center include senior citizens, special education children and their teachers, children and teachers involved cooperatively in an aesthetic education program, specialists and teachers seeking to improve learning methods for disadvantaged children, and community children and parents. The Ways and Meaning Place seeks ways to serve creatively these groups individually and cooperatively. A common factor is the belief that the arts can serve to enrich the lives of people and that by working and sharing together under a common roof all can benefit.

The Ways and Meaning Place is a cooperative project of the Pennsylvania Department of Education, CEMREL, Inc., and the Harrisburg School District.

RHODE ISLAND

RHODE ISLAND TEACHER CENTER
Rhode Island Department of Education
22 Hayes Street - Providence, RI 02908

The Rhode Island Teacher Center (RITC) is a collaborative and cooperative organizational structure which has as its purpose the improvement of education for all children. Based on the belief that reform or change efforts which do not recognize the interrelatedness of individuals and the system within which they operate will have limited payoff, the RITC is designed to improve both the system itself and the personnel within it.

Major purposes of the project are:

1. To develop a model for comprehensive needs assessment and to assist local education agency needs assessment.
2. To conduct statewide needs assessment in staff development.
3. To link Rhode Island educators with national, regional, and local sources to educational research and of new and validated approaches in education.
4. To support and assist adoption/adaptation of validated educational programs which are consistent with local and statewide needs through inservice training in local education agencies.
5. To study and develop a pilot performance based teacher education and certification system.

A managment unit provides support for RITC operations and an internal evaluation system provides formative and summative data as feedback to the Center. Other components of the RITC include Teacher Needs Assessment, Alternative Learning Center, and Competency Based Teacher Education/Certification. A 15 member Board of Directors, operating on a parity basis, serves as the policy recommending body for the Center responsible to the Commissioner of Education. This board includes teachers, local education agency administrators, higher education personnel, community members, and State Education Agency staff.

SOUTH CAROLINA

THE SOUTH CAROLINA TEACHING CENTER NETWORK
University of South Carolina - 503 S. Main Street
Columbia, SC 29208

The South Carolina Teaching Center Nework is an outgrowth of an orientation conference on teaching centers sponsored by the South Carolina Teacher Corps Project in September 1975. As a result of interest generated at that conference, a steering committee was selected from among the participants to pursue the feasibility of establishing a network of teaching centers in South Carolina.

The primary functions of the steering committee have been:

1. To provide guidelines for the establishment of teaching centers in South Carolina;
2. To provide resources needed for the development of each center; and
3. To facilitate the continued operation of teaching centers in the state.

To date, six centers in six regions in the state are in the network. Negotiations are underway to establish the network as a state organization, to prepare legislation for funding,and to expand the network to include other regions in the state who are expressing a desire to establish centers according to the guidelines set down by the existing steering committee.

TENNESSEE

AESTHETIC EDUCATION CENTER
1650 Ash Street
Memphis, TN 38108

Background: The Memphis Aesthetic Education Center is one of seven centers located throughout the nation designed to bring more attention to the Arts as a curriculum alternative. The triad involving CEMREL, Inc. of St. Louis, Memphis State University, and Memphis City Schools has combined energies to carry out the activities of the Center.

Center Activity: Twenty Memphis City Schools have formal agreements with the Center to participate in the development and piloting of Aesthetic Education materials. Also, teachers participate in training sessions peridoically to refine teaching and learning skills. Resource teachers visit schools daily - facilitating teachers' efforts in trying out and designing new materials and ideas related to the arts.

Other Activities:

1. Conduct a number of awareness and implementation workshops
2. Conduct research on material and strategy effectiveness
3. Publish an informal newsletter concerning the Center's activities
4. Developing teacher-training models
5. Demonstrate materials and techniques related to arts
6. Provide a focal point for community resources related to the arts.

THE TEACHER EDUCATION ALLIANCE FOR METRO
Box 52, George Peabody College
Nashville, TN 37223

The Teacher Education Alliance for Metro (TEAM), Teacher Corps Consortium composed of George Peabody College for Teachers, Tennessee State University, Middle Tennessee State University, and the Metropolitan Nashville Public School System, have planned in cooperation with community persons and agencies a proposal for the continuation of a Teacher-Corps program in Nashville area.

The major thrust of the proposed program is to demonstrate that a training complex operated by the colleges, the school system, and with community participation at all levels of program operation is an effective vehicle for the delivery of the teacher education program described in this proposal. The planners of this program believe that a new system of relationships between colleges, schools, and the community can eventually become institutionalized and thus provide for continuation of successful program elements.

Three schools, Ford Greene (grades 5-6), Wharton (grade 7), and Washington (grade 7), located in the inner city and within a few blocks of each other have been selected as complex schools. The student enrollment in these schools is composed of children who live in the neighborhoods adjacent to the schools and children bused from suburban areas.

TEXAS

THE DALLAS TEACHER CENTER
North Texas State University
Denton, TX 76203

The Dallas Teacher Center was initially funded in 1970 by the U.S. Office of Education under the Education Professions Development Act. Under the leadership of the Dallas Independent School District the Teacher Center was established to provide more effective educational personnel for an urban setting. Based on the assumption that no single institution or agency can prepare educational personnel, the Teacher Center is a cooperative endeavor. The Teacher Center has set out to prove that a large urban public school system, area colleges and universities, an educational service center, professional organizations, and the community can work with state and national agencies to prepare educational personnel to meet urban problems more effectively.

The Dallas Teacher Center is governed by a 45-member advisory council which includes representatives from the school district, the seven colleges and universities, professional education associations, the Texas Education Agency, the regional education service center, and the community. The council governs the center within by-laws established by the partners and within the legal constraints imposed on the partners.

Organizational Structure: The Personnel Development Department of the Dallas Independent School District supervises the operations of the Teacher Center. The assistant superintendent for personnel development serves as the Center's executive director and coordinates its activities and programs. Four area teacher centers have been established in the District.

The decentralized programs in the four centers relate to the geographic area in which the area center is located as well as cooperates in the major thrusts of the Center and the Personnel Development Department. About 750 student teachers from the seven colleges and universities are utilizing the services of the area centers and are spending a full semester on-site.

FORT WORTH TEACHER CENTER
3210 W. Lancaster
Fort Worth, TX 76107

Anyone interested in this center should write for a copy of the diagram showing the structure of the Center and the community and institutional representatives involved in its governance and operation.

HOUSTON AREA TEACHER EDUCATION CENTER
University of Houston
Houston, TX 77004

The major purpose of the Center is to improve the education of children and youth through improved education of those persons working with them in schools. In this context the term "teacher" is defined to include those administrators, counselors, paraprofessionals, teachers, and others who are certified to work with children and youth in schools. The Center advises with the University, member school districts, and professional associations on matters regarding teacher education, and recommends programs and procedures for improving preparation programs. More specifically, the Center focuses on the following purposes:

1. To study programmatic needs for preparing professional education staff in the Houston metropolitan area.
2. To advise the University of Houston on matters regarding teacher education/certification programs.
3. To advise member school districts on field experiences for teachers in preparation.
4. To plan with member school districts the use of facilities, supplies, equipment, and services which support field experiences.
5. To develop procedures for recommending supervising teachers and other personnel serving in the preparation program.
6. To advise member school districts and the University of Houston on inservice programs for supervising teachers and college representatives.

The center is a cooperative effort of the University of Houston, Houston Metropolitan area school districts which participate in the field service program, and their local associated professional organizations.

THE PRAIRIE VIEW A & M UNIVERSITY TEACHER CENTER
P. O. Box 2754
Prairie View, TX 76678

In September 1971, the Prairie View Teacher Center was established as part of the Texas Center Project. The Center serves as an inter-agency educational cooperative, designed to consolidate educational resources for improving the learning experiences and opportunities of its students, the quality of their educational personnel,and the relevant responsiveness of educational systems, through the dissemination and installation of validated products and practices, resulting from research and development. The Center is designed to purposefully affect changes in people, programs, and performance, within a network of rural and outlying city school districts who plug into its delivery system.

The Prairie View Teacher Center Consortium includes Region IV and VI Education Services Centers, Prairie View A & M University, and 19 school districts. Its Board of Directors includes representatives from each member institution. Consortium Board through its monthly meeting determines policy, examines assessed needs, and establishes program priorities.

SAN ANTONIO TEACHER EDUCATION ADVISORY CENTER
1550 N.E. Loop 410
San Antonio, TX 78209

The San Antonio Teacher Education Advisory Center (SATEAC) began in 1970 as the Trainers of Teacher Trainers Program. Since that time, the program has involved the concepts of educational renewal and, more recently, ways to upgrade teacher education.

The Teacher Center is coordinated by a 16-member Planning Committee made up of representatives from five colleges and universities, PTA, public schools of the San Antonio area, the Texas State Teachers Association, and the community in general.

SATEAC has four basic goals which include:

1. Providing an opportunity for colleges, universities, school districts, professional organizations, and the service center to participate fully in efforts being carried out to improve the quality of teacher training and teacher classroom performance.
2. Serving as a link between school districts, colleges, universities, The Texas Education Agency, the service center,and the Texas Center for Improvement of Educational Resources.
3. Serving as a local cooperative teacher center for colleges and universities, as well as providing a central focus for coordination of other cooperative programs.
4. Coordinating staff development efforts of the agencies considered as well as other functions coming on the scene.

Because of the changing picture in this area, activities of the SATEAC have been varied. They have ranged from the early change agent project, to bringing the concept of Individually Guided Education (IGE) to the San Antonio area, and to furnishing financing for acquisition of mini-courses from some regional labs, match box kits, and other activities such as student and teacher needs assessments. Its most current project is aimed at providing training for teachers who supervise in-classroom portions of teacher education for student instructors.

THE TEXAS CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS (TCIES) - 201 East Eleventh Street
Austin, TX 78701

The TCIES Project serves the Texas Education Agency as the facilitating and coordinating unit for the network of Project Teacher Centers in the state. It is under the general direction of the Deputy Commissioner for Educational Program and Personnel Development of the Texas Education Agency, with one professional staff member serving as the full-time Project Director.

Some of the services rendered by TCIES are as follows:

1. It serves the role of facilitating the implementation of new and improved educational products.
2. It serves research efforts in (a) the identification of research needs, participation in selected research activities, and feedback of results into the state educational system, (b) the further development and validation of two Project Needs Assessment Programs, and (c) the expansion of the TCIES role of facilitator for all sources of new and improved educational products.
3. The Project provides direct services to local Teacher Centers in (a) needs assessment, (b) analysis of needs data in terms of action goals and objectives, (c) inventory and integration of resources and services around goals, (d) development of strategies to accomplish goals including awareness, availability, and implementation of new and improved educational products and practices, (e) design of trial situations which yield continuous feed-back data, (f) analysis of data in terms of next steps, and (g) continuous regeneration procedures. Technical services including consultant help, staff development opportunities, and materials are provided.

TEXAS TECH UNIVERSITY TEACHER CENTER
Lubbock, TX 79400

Anyone interested in information about this center should ask the center for Update, a periodical newsletter describing the center's programs and activities.

VERMONT

THE ACCESS EDUCATION CENTER
R.D. #1, Box 53 E
Moretown, VT 05660

The ACCESS Education Center is a non-profit educational resource facility for Vermont teachers and community members. ACCESS is a building, a philosophy, and a process which encourages educational sharing and growth.

As an outgrowth of an alternative teacher training program for disadvantaged community members in rural Vermont, ACCESS has grown in size and service since opening its doors in May 1975. Our three-story building contains a library with general education and subject books, educational games and manipulatives, media equipment on loan from the State Department of Education, a carpentry workshop, recycled materials center for creating classroom units and displays, class space for meetings, and much more.

ACCESS is designed to respond to the educational needs expressed by students, teachers, parents, Vermont residents, and visitors. Reaching out to all age levels, ACCESS is committed to the development of a strong educational program for both teaching professionals and community members.

A professional staff of three, in cooperation with local and state human service agencies, the University of Vermont, Community College of Vermont, and dozens of talented area teachers and citizens coordinates designs, and implements a wide range of services including college level courses; in-service training and support for teachers; workshops for teachers, community members, and parent groups; organizing and coordinating an in-school volunteer parent corps in six towns; consulting service to Vermont schools in paraprofessional training, volunteer programs, and many other educational topics; curriculum development programs and workshops; and planning and consulting service in developing a local Environmental Learning Center and Nature Trail, including volunteer guide training.

THE MOUNTAIN TOWNS' TEACHER CENTER
P. O. Box 807
Wilmington, VT 05363

For more than two years the Teacher Center has used a room in the Deerfield Valley School as a support Center for the teachers and schools of the nine mountain towns of southern Vermont and northern Massachusetts. Among the services provided have been:

1. Workshops in the teaching of reading, math games, hand-writing, crafts;
2. Graduate credit courses for maintaining professional competence;
3. A lending library in the field of education, including art prints, learning posters and games;
4. A constantly renewed supply of "scrounge" materials for classroom use;
5. Photo-copying service at minimal cost;
6. Equipment for making classroom materials and for school loan; and
7. A pleasant place to sit and talk over teaching concerns with fellow teachers from other schools.

Since September the two staff members have been making regular visits into the 14 schools, taking materials, giving assistance on special projects, and talking with teachers about their work. Someone from the Teacher Center visits each school at least twice a month.

The Center is backed by Title III Federal funds. In addition to the Wilmington school's provision of space for the project, several schools have made contributions of money or equipment or both, to help underwrite its operation this year.

WEST VIRGINIA

KANAWHA VALLEY MULTI INSTITUTIONAL TEACHER
EDUCATION CENTER
Charleston, WV 25300

Kanawha Valley MITEC is a consortium which is both a concept based on parity and shared sovereignty and is a place, in that it serves a geographical region of West Virginia in facilitating quality teacher education in three components:

1. preservice
2. inservice
3. continuing education.

The center is a facilitating and coordinating agency which pools the best resources, human and financial, from five colleges, four school systems, the State Department, and the community to improve the quality of preservice and inservice training and which will ultimately improve the educational opportunities for boys and girls in the classroom.

MITEC operates in a quasi-independent capacity with Kanawha County School System acting as fiscal agent. A Board of Directors, composed of representatives from the colleges, the school system, teachers, state department, student teachers, professional education association acts as governing body of the center. All policies, guidelines, and decisions governing preservice and inservice education are made by the Board of Directors.

A wide range of optional experiences are available to student teachers in local, state, national, and international settings. Student teachers, through MITEC, also have the option of a field experience in both a rural and urban setting.

MITEC (in cooperation with Region III Educational Service Agency), facilitates the offering of a variety of staff development and inservice training programs in each of the four counties it serves. In cooperation with the institutions of higher learning of MITEC, special graduate courses based on a needs assessment of teachers and administrators are presented on a contract basis and offer both graduate and inservice credit.

PROJECT TOGETHERNESS: MCTEC
1420 Honaker Avenue
Princeton, WV 24740

The Mercer County Teacher Education Center (MCTEC) is an independent agency designed to coordinate the efforts of a group of associated institutions concerned with the preparation of teachers. Colleges, public schools, and the West Virginia Department of Education have joined together in this Center to implement programs designed to provide maximum opportunities for professional development.

Of the seven Centers in West Virginia, the MCTEC is unique. While the Center program in West Virginia has expanded, MCTEC has not deviated from the

original purpose for which the Center was designed. The Center, from its inception, has been committed solely to the improvement of teacher education.

While the history of the Center may best be characterized as consistently reflecting local action to serve local needs, the early establishment of this Center in the Teacher Education Center movement has assured some recognition as a trend-setting model. The desire of the Center to focus on specified objectives rather than to seek a broadly diversified service agency role has been a consistent direction of the Advisory Committee to Mercer County Teacher Education Center.

At the present level of development, the Mercer County Teacher Education Center has emerged as a coordinating agency, bringing together the personnel and structure of diverse institutions with a common concern for the strengthening of teacher education. As a forum for discussion, design, and implementation of educational opportunities, the Center has been eminently successful in achieving this purpose.

REGION V TEACHER EDUCATION CENTER
1210 13th Street
Parkersburg, WV 26101

The Region V Teacher Education Center is located in the West Central portion of West Virginia.

The policy making group for the Region V Teacher Education Center is known as the Advisory Committee and is composed of a representative from each institution of higher education that is a participant in the Center. At the present time this includes Glenville State College, Salem College, West Virginia University, West Virginia Wesleyan, and Marietta College of Marietta, Ohio. Also on the Committee is a representative of the State Department of Education and one county superintendent representing the Regional Education Service Agency (RESA) V Board of Directors. Sitting in on the Committee Meetings as an ex-officio member is the Executive Director of the RESA. Acting in a non-voting capacity and serving as executive secretary to the Advisory Committee is the Center Coordinator. The Advisory Committee meets on a monthly basis.

WVU TECHNOLOGY EDUCATION TEACHER CENTER
2929 University Avenue
Morgantown, WV 26506

The WVU Technology Education Teacher Center is a university-based center organized on the technology model and dedicated to the improvement of educational personnel.

The Center is established to assist educators to attain new knowledge, new concepts, new curricula, and procedures for implementing technology-based programs within established structures. The goal is to provide quality educational programs at the least cost and with the most options.

Established in 1971, the WVU center began as one of five micro-pilot models designed to test the ideas for "training complexes" proposed by B. O. Smith in the publication entitled Teachers for the Real World. The center has developed and tested several programs of action to include:

1. Provision for active participation of teachers in the decision making processes of inservice teacher education.
2. Utilization of a wide range of human and material resources from schools, colleges, and community.
3. Opportunities for inservice education to be conducted in school settings.
4. Flexibility in employing persons with varied backgrounds and experiences in unconventional organizational patterns.

WISCONSIN

CONTINUING INSERVICE EDUCATION
Department of Public Instruction - 126 Langdon Street
Madison, WI 53702

The State of Wisconsin passed a law that encourages inservice education and staff development. Chapter 121.02(1) (c) states: "The school district board shall establish a procedure by which administrators and teachers formulate a long-range inservice plan and operate an annual inservice program for all certificated personnel. The program shall be directed toward meeting the cooperatively identified needs of the school district and individual staff members."

To help school districts implement this law, the Department of Public Instruction has been conducting group process workshops that bring together teachers, school board members, and administrators in order that they may cooperatively identify and develop criteria for determining school district policies pertaining to inservice education. Some of the issues considered are time, money, and personnel relationships as well as the common problems, purposes, and desirable characteristics of inservice education.

Using this same group process the Department of Public Instruction has also formulated a needs assessment workshop that brings together students, parents, school board members, administrators, and teachers to identify the major concerns of the school community through group interaction and group consensus. This workshop also provides participants with a communication model that can be used in subsequent workshops regardless of the nature or purpose.

MATH TEACHERS CENTER
University of Wisconsin
Whitewater, WI 53190

The Math Teachers Center is a collection of teachers involved in an informal, free exchange of experiences, materials and ideas.

The activities of the Teacher Center are:

1. To give and receive moral support for classroom activities.
2. To share ideas, materials, philosophies, games, and problems with other teachers.
3. To relate mathematics to other curriculum areas and relate external happenings to the teaching of mathematics.
4. To build a resource file of current materials.
5. To become aware of developments in the educational community.
6. To evaluate, critically analyze, and try to improve existing math programs.
7. To drink a cup of coffee and relax with associates.

The Teachers Center meets weekly from 4 - 6 p.m. at Bethel Lutheran Church in Muskego.

The participants in the Teachers Center commit themselves to an 8-week session. Two sessions would roughly correspond with the semester. Members who enroll for a session are encouraged to participate in clusters of two or three from a school, although this is not necessary.

There is no cost to participate unless credit is desired. This, however, is not a course in the sense of the traditional university-based lectures. Those desiring graduate credit enroll in Education 35690 for 1 credit for each 8-week session.

WISCONSIN INDIAN TEACHER CORPS
University of Wisconsin
Stevens Point, WI 54481

The Wisconsin Indian Teacher Corps teaching center complex is a field-based center for continuing education for teachers. It combines the efforts of the University and five rural schools systems, all some distance from each other. The purpose of the teacher center complex is to improve education in rural multi-cultural schools. It coordinates the Local Education Agency and University staff with involvement from the community and other support agencies. The program operation model follows the Individually Guided Education Model.

It is a field-based program in that all the instruction takes place in the participating schools themselves, or when several districts are involved it is possible that instruction can take place at a site somewhat centrally located. All programs are competency-based. The objectives are defined in terms of competencies to be mastered. It is individualized and in some instances teachers work on a one-to-one basis with the inservice instructor. Throughout the four years research has been conducted in the areas of reading and mathematics, providing a product criteria for our inservice program. The results of the study are most encouraging. Native Americans and non-native Americans are achieving at equal rates, progress is being made, and in some instances Native American students are a full year ahead on the standardized test scored used in the study.

PUERTO RICO

EDUCATIONAL RESOURCES CENTER (TEACHER CENTER)
OF INTER AMERICAN UNIVERSITY OF PUERTO RICO
P. O. Box 1293, Hato Rey, PR 00191

The Teacher Center at Inter American University was organized to coordinate teacher education activities, not only with the colleges and universities in Puerto Rico, but also with those in the Caribbean area. Its purpose is to serve as a forum to facilitate a continuity of action to improve preservice and inservice training. The center serves as the hub for the marshalling of efforts toward this goal. Activities include Academic Retreats for planning, organization of the Caribbean Teacher Education Association for collaboration and sharing of ideas, providing a place where individual teachers' needs can be met, whether their needs are professional growth, personal development, sharing ideas or experimenting with materials. Through the center and Observation Room, the community people share in the activities.

AUSTRALIA

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CONFERENCE REACTIONS

At the final session of the Conference the participants were asked to write a reaction to the Conference if they wished to do so. Approximately eighty people out of the final audience of nearly 300 turned in written reactions. This section contains the statements that were submitted. This section will provide all participants with the chance to compare their reactions to the views of others. It will also give those who were unable to attend the Conference a sense of participant feeling about the Conference. The participants were asked to write candid reactions whether they were negative or positive. They were also asked to make any recommendations about the Conference and to give major impressions they wished to share with others. You can judge for yourself the general reaction of the participants.

"Enjoyed the conference. Gave me food for thought. Going back home and to the drawing board."

"This conference was very enlightening. I would have appreciated more seminars dealing exclusively with student-teacher projects or programs and project schools--preferably in secondary education."

"Well done!! Highest value: really dedicated, creative persons and projects. Lowest value: vested interests placing politics above teacher needs. Too few of the clientele classroom teachers were here. Have a feeling they might have chosen another time when they could have come."

"The exchange of ideas and program development experiences was helpful. I would have appreciated more structured presentations in some 'how-to' areas. I was dismayed to learn how little interest in research there is in the area of teacher centering."

"Excellent Conference. In the future have another 3-4 hour in-depth workshop."

"Good variety of presentations. Overall, a very good conference although a bit too long."

"A good experience in sharing."

"Lots of information shared which I liked better than if there had been only a few learned speakers. Teachers' point of view seemed to be in the minority. Why?"

"The activity oriented sessions were very helpful to me as a classroom teacher. Lectures were not beneficial."

"Informative; redirected my plans towards funding; helpful; encouraging."

"Really a great conference. Enjoyed it very much."

"Pace of conference--beginning and ending times--was good."

"Of some 18 to 20 people attending the ERIC Clearinghouse session, 15 or 16 were teachers. (Some of these, of course, were graduate students.) All took away with them what appeared to be a genuine excitement about what ERIC can do and a surer understanding of how to access and use it. Closing some of the gap between teachers (practitioners) and researchers took place in that session. That is good training, staff development, diffusion and all the other breezy words.

"Conference was a good idea--get people together around the common interest and experience centering. Disappointed with some sessions--notably due to superficiality of treatment. Best part was informal interactions with individuals."

"A meaningful and informative conference. Participation was close to 100 percent with enthusiasm running high to the very end. This was due to fine organization. Time spent with our program development specialist Lois Weinberg was appreciated. I have always felt that the people from Teacher Corps in Washington do take a personal interest in people who work in Teacher Corps."

"Good pace--short and long recessions. Good combination of theoretical and practical."

"Good conference--at times there were too many things going on that I would like to have attended."

"Having a conference that focused on issues was a plus--it brought together many different kinds of people with similar concerns rather than leaving us to talk with people we already knew."

"Thought-provoking--informative, valuable, and workable ideas--varied presentations."

"Teacher Centers are many different things to different people. This variety was the 'spice' of this conference."

"Interesting smorgasbord of information, concepts, opportunities. Large mix of teachers--super!"

"I was impressed with the diversity and variety of these things called 'Teacher Education Centers'. My narrow concept of the term has certainly been broadened."

"Displays were adequate. Some workshops were more an exchange of lofty ideas rather than basic functions. Weaver Hipp's session was an exception. Also, some important questions in open session were carefully avoided by university personnel."

"The informality was a plus! The diversity was revealing!"

"I was most impressed with Dr. Stephen Priselac's Analysis Model for Governance--most astute--so necessary, too. Everything most informative and enjoyable. I was jealous not to hear several concurrent presentations. Hated missing any."

"It did just what the Planning Group had in mind--an open-sharing of the state of the art showing all the different approaches and possibilities current. It whetted the appetite for a follow-up conference on issues-questions-next steps. Thanks for organizing it for us."

"Some good--some bad. Needed more opportunity to interact informally in discussion groups, to ask questions. Some presenters too bent on talking!"

"Met many interesting people--few really new ideas. I would like to see more participators, affective workshops and sessions--like Bill Drummond's session."

"This conference has been of great value to me because of the excellent presentations and because my knowledge of Teaching Centers was vague. A good conference! Appreciated the materials that were produced."

"There are two distinctive philosophies of teacher centers. Unfortunately there were not opportunities for debates, forums, etc. where this was discussed."

"The format of such a large conference does not lend itself to the discussion of individual themes and purposes of Teacher Centers. As a director of a center which has been in existence for some time, I missed the opportunity for analysis and problem-solving which could have come about in smaller group situations and with more accurate planning."

"This was most beneficial to me, a classroom teacher, who is attempting to set up a teacher-operated teacher center. The Institute inspired me to begin this task."

"Three meetings in the same small room, simultaneously! It would have been better not to have some meetings. Some very helpful sessions."

"I came here with little knowledge about the center movement--I am happy to say that my expectations have been exceeded. I am full of ideas now and perhaps a new set of questions. Thanks for everything."

"The conference highlighted the need for more communication and clarification regarding teaching centers. New time. . . . Needs to be more product-oriented with the inclusion of a few more 'generic' sessions and more detailed descriptions of 'working' models."

"Screening of presentations beforehand by planning committee could have reduced duplication of presentations. More quality with longer time."

"Generally very well-planned conference. To some extent the section meetings tended to become somewhat repetitious."

"This has been a worthwhile meeting. People seemed ready to share and learn. The frustrations seemed to center around two areas: 1) some demonstrations were given an inordinately brief period of time to present in, and 2) more selectivity could have been used to prevent a duplication."

"Simulated problem-solving sessions were very good, Dr. Drummond's and others. Some presenters strayed from the point by doing one or two classroom activities that didn't give any insight into teacher education centers as a whole. More information pre-printed about where to get materials described was needed."

"The process of change, while often most effective when instituted with a 'system,' is often only brought about through the initiation of outsiders to the 'system.' The unique perspective, leadership, and potential of independent (community-sponsored, non-district, non-university) Teacher Centers should be supported and encouraged to an equality with 'system efforts.'"

"I like the session on Inservice Needs Assessment."

"Too much 'bragging' and not enough techniques for really working a 'Teacher Center' for the benefit of education."

"Strategies for Program Development with San Yarger and Al Schmieder was extremely helpful as a wrap-up."

"I have a sense of being an outsider. I feel a great in-group feeling of those who continue to have the grants, do the studies, come to the conference, do the programs, are the consultants! How does one break into the inner-sanctum circle?"

"I would have preferred to see the conference broken up into more specialized subject areas, e.g., teacher center materials, philosophies, staff development problems. But more important, we would have found it more useful to have the sessions divided into the following three categories:

A. Teacher Centers operating in schools,
B. Independent Centers that are completely independent of any institutions,
C. University Teacher Centers (School/University Teacher Centers)"

"The real purpose of the conference wasn't clear until I attended the Yarger session. I am comfortable with what I have heard and seen. It was interesting."

"Presentations attended were helpful. Need a little more breathing time between sessions since many of the best comments and suggestions were made after sessions."

"Conference created some very useful cognitive dissonance for me--when I get back to my Teacher Education Center, I will sort it all out with teachers and I believe some new priorities will emerge."

"I have found most sessions to be very informative. I am Teacher Corps, exploring ways for more effective ways of inservice."

"A good beginning. . .in the future, I would prefer smaller gatherings of like-centers, i.e., independent, district-housed, university structures. Few workshops were hands-on, participatory experiences that directly related to children and adults as learners. Isn't that what we should be about?!"

"Wonderful groups of purposeful people."

"Very pleased to have open spaces in schedule for meeting people, sharing ideas. Too much emphasis on organization, governance, bureaucracy, etc. Would have liked much more focus on the specific 'content' of individual centers and classroom schemes."

"Time allotments were not appropriate--in some cases too long, in others, too short. Not bad for a first effort--generally good resource people. Better advance information."

"The attendance and interest was most encouraging. The wide range of experiences should be dealt with by adequate direction and funding on a national bond."

"Uneven session times. Why? (Some were too long and some, too short.)"

"The need for on-going structure of national and district teacher center organizations has become evident to me. Opportunities need to be made available for interaction. The role of the teacher needs to have greater in-put. I hear administrators and colleges talking and making decisions. What about TEACHERS?"

"Good beginnings. Exciting chance for interchange with others sharing similar concerns."

"Teacher centers are a varied and diverse group--a lot can be learned from all the types of centers."

"Too many sessions offered--not enough 'professional' speakers. A higher fee charged for the conference which could have been used for more 'get togethers' on an informal basis would have been better."

"An extremely well-organized and facilitated conference which seems to have drawn together every possible point of view and resource affecting centering. Thanks, and congratulations!"

"Excellent conference with a format that was deliberately designed to meet participants' needs rather than planners' needs. Let's do it again next year!"

"The conference was extremely beneficial to me in that I picked up ideas and concepts which I will begin to implement upon the return to my operating environment. Also, it reinforced my feeling that there is a real problem in the dissemination and sharing of information among those involved in actually carrying out projects. Most writing seems to still come from those who are perhaps looking but not doing themselves."

"This conference has been very beneficial to me because I had no previous knowledge of what a teacher center is. I understand now what it means, and I would like to see centers of this type in the city of Hartford."

"I like the conference in that it clarified my idea of what a Teacher Center is and how to organize one. The high point was that it provided for interaction of people from all over the nation sharing their experiences and ideas. The low point was in having several groups in the same room caused a lot of trouble in understanding what one group was saying. A cross-section of presentations should have been made to avoid the too many groups together."

"Great conference! Small sessions (no big meetings with gurus reading papers) made genuine sharing the order of the day. Also, many had actual involvement in the ideas being described: a 'hands-on' conference. However, I do see the need for additional sessions in which papers on outstanding issues are scheduled;also, more opportunities for analysis of the strengths and weaknesses of various endeavors."

"Sessions were too tightly packed together. There needs to be time to think about, react to, and extend what we learn in a session. Would have liked informal total group and small group interaction time 'scheduled.' I would have liked more sessions dealing with what goes on in a teacher center. It was GRAND (despite the above) having all of us together to scratch the surface of communication."

"Dale Baughman--best person I have heard--best of conferences. Thank you for having this conference and for scheduling it in Washington, D.C. This was my first visit here. Hospitality--great. Resource people--excellent."

"I was impressed with how freely people were willing to share experiences. There was much less rivalry and sense of competition than I had expected. On the other hand, I wonder if there are important conflicts in values, organization, or priorities which didn't surface clearly."

"It was a nice opportunity to exchange ideas and concerns with people representing a cross-section of the nation. I found it difficult in some situations to attend a meeting where three others were going on at the same time in the same room."

"It was exciting to see the variety of things going on! Let's focus the next one on teachers and the curriculum development process--their direct involvement."

"Everything you wanted to know about Teacher Centers but were afraid to ask, or were able to ask, was here. Great job!"

"Too fast paced, too much going on, too ambitious--all the things needed to make a great conference! We need more exchange of ideas which calls for another conference."

"We are just starting to set up a teacher center. The conference has been tremendously valuable as far as giving us needed information, answering our questions, and giving us contact with people to contact for help as we need it."

"The major benefits accruing from participation in the conference are:

1. a broader perspective of the diversity of centers,
2. a better grasp of the scope of centers and their widespread acceptance,
3. an opportunity to participate with others with common interests."

"An excellent conference--I am sure that each one came away with the concept that there is no common MODEL of a TEACHING CENTER--and each should do his/her own thing in establishing centers to facilitate child-learning --call them whatever you may!"

"Excellent conference. We need another."

"Conference well-timed."

"Unforgettable experience! Thanks for your warmth in dealing with each individual."

"This experience has been invaluable. . . to me personally, and to the movement as a whole."

"One of the best--most informative--well-run conferences ever! Good work! Do a repeat!"

DIRECTORY OF PARTICIPANTS

Everyone who attended the Institue was asked to complete a form listing their name, affiliation,and address. This section contains an alphabetical listing of those who attended the Conference and made arrangements to contact each other in the future. Throughout the entire Conference, one could hear conversations and promises to "get together" and continue the discussions that began at the Conference. This directory should help promote those continued relationships. For those who did not attend the Conference, this directory provides a valuable list of resource people and locations to promote further development of conversations and exchange of ideas among all who are interested in the teacher center movement.

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